

# THE NATION'S SCHOOLS

DEVOTED TO THE APPLICATION OF RESEARCH TO THE  
BUILDING, EQUIPMENT AND ADMINISTRATION OF SCHOOLS

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## Looking Forward

THE academic year closes with the physical school plant in better condition than it has been since the onset of the depression. Allotments from CWA in every state have enabled administration to care for the most pressing accumulated repair needs.

In addition to this form of emergency subsidy, the Division of Economics and Statistics of the federal government reports, as of April 26, that a total of \$121,161,050 has been allocated as grants, loans and grants and loans for new construction for schools and colleges. Coupled with the monies already provided in the 1933-34 budgets for capital improvement and extension, the total amount to be spent for new buildings will total approximately \$200,000,000 when all accounts for the twelve months are considered.

Increasing need for new plants will probably make the school building activity a real force in assisting the recovery program. The annual capital needs for the next six years, as previously estimated, should be approximately half a billion dollars. A 40 per cent achievement of this essential work during the past year is rather indicative of general recovery.

A LITTLE known movement, which appears to be quietly gathering impetus, is described in Office of Education Bulletin 13, entitled "High School Instruction by Mail—A Potential Economy." Approximately 180 high schools, including a total of 6,000 pupils in thirty-three states, are now using correspondence courses prepared by state departments, twenty-five state

universities and colleges, and private commercial schools. The plan may be generalized somewhat as follows:

Where the need arises for specialized courses of a character not provided for in the curriculums of small high schools, provision is made for the use of specialized correspondence courses covering the subject on the secondary school level. These are operated under the direction of the school with a part-time instructor assigned to direct the work. If the course is successfully completed it is given credit by the high school and is accepted for entrance credit by twenty-four colleges and universities. The movement is not confined to the United States alone but includes a number of the British possessions. Within this country there appears to be a distinct tendency to growth. The first general discussion session relating specifically to this work, including definite suggestions for aggressive activity in promoting growth, was held during the 1934 meeting of the Department of Superintendence at Cleveland. There is also a growing literature on the subject.

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The advantages of the supervised correspondence course plan for secondary schools may be summarized from several publications as: a saving in per capita costs of teaching highly specialized subjects in small high schools; ability to adjust secondary curriculums to the individual needs of pupils without incurring unusual expense; enrichment of the secondary curriculum at reduced cost; economical provision of secondary education in sparsely settled areas, and economical extension of high school services to graduates who wish to continue their education locally. While warm advocacy of the plan appears to be confined to the present inadequate small high school of less than 200 enrollment, there is also distinct evidence of seri-

ous consideration by many of the larger schools.

There may be some excuse for promotion of correspondence work in the postgraduate field as a means of increasing the present low efficiency of correspondence work by providing for both adjustment of the course to individual needs and technical supervision of the pupil in preparation of work.

These correspondence courses are secured in general from two major sources—state and private universities and commercial correspondence schools. Several state institutions of higher learning make special effort in the organization of their extension service to provide correspondence work on a secondary level and certain institutions have rather aggressive promotion policies. In the majority of cases the board of education pays the tuition required for these courses; in others pupils are charged directly.



Before accepting the movement enthusiastically and whole-heartedly as a means of providing cheaper secondary education, a number of factors should receive most careful study. In the first place, finance is not the point from which to appraise the public school program. This type of solution, without much regard for fundamental philosophy and principle, has already made much trouble for public education and its continuation will make for much more.

If it is impossible for many small secondary schools to offer an adequate program, might it not be better to consider and recommend organization changes that would permit the development of a school large enough to carry a program adjusted to individual and social need? The probable answer is that during an emergency quick solutions must be found. Emergencies arise as the result of lack of vision and planning. The so-called emergency in this field of correspondence study is already over a decade old and probably belongs in the classification of "permanent emergencies."

Several other dangers are inherent in the practice. If correspondence study is definitely so economical and efficient, why would it not be better practice to extend it to the entire curriculum, thus securing even fuller economy? If some of the weird cost computations published in the last five years are accepted at their printed value for the sake of argument, there seems to be little reason for not considering the progressive extension of correspondence courses to other than the vocational curricular division. When economy is considered as an end in itself, the entire educational program is in danger. Progressive extension of this movement will ultimately give control of secondary education

to higher institutions of learning, fortified by an investment-interest motive, a situation against which our secondary schools have long struggled.

Acceptance of the economy theory of public education is also extending itself to larger schools. In some instances the tuition is charged against the child, thus establishing a dangerous precedent for modification of the principle of completely free public schools. From tuition charge for one subject to tuition charge for the entire curriculum is only a series of short steps. One school system already advertises that it gives cheaper secondary instruction because many of the pupils pay part of their way. Such blatant trampling of the principle of completely free public schools cannot be viewed with anything but the gravest suspicion.

The correspondence course movement should be given most careful examination and study by state departments of education in all of its relationships to our philosophy and practice of public education before the vested outside financial interests gain so strong a foothold that it will be too late to study it objectively. Two questions might well be asked: Will the correspondence movement tend to remove the secondary school from popular control? Does the correspondence movement represent an initial "chiseling" of full educational opportunity?

TO THOSE who still believe in the democratic organization of life, a recent monograph by Horace M. Kallen, published by Ballou, entitled "A Free Society" will be of more than passing interest. Doctor Kallen has consistently opposed the emotional rush of many educational leaders to either collectivism or fascism. He has emphasized the values of individualism as evidenced in the American tradition and has warned against scrapping them for a nebulous presumption. In this, his latest effort, he discusses the dangers of communism, fascism, capitalism and rugged individualism, presenting an interesting thesis for the organization of a free society.

UNLESS many of our administrators and particularly our training schools completely change their concept of adult education, there is grave danger that the movement as it is now developing will grow up outside of the school. There still seems to be a rather widespread feeling that adult education will be largely of the continuation type, grown-ups working for small units of credit in vocational or quasivocational subject matter. It is particularly true that many training institutions assume some type of formal-

ized instruction that may be successfully taught by young and inexperienced teachers. We have even heard several persons express themselves as convinced that the adult field might become a proving ground for supplying experience to young teachers.

Even casual study of the adult movement in its more informal and social phases, as it is now developing under private auspices in many communities, leads to an entirely different conception. It is true that formal rehabilitation and ungrading work will still be offered but it is also our belief that such courses will form only a small part of the entire movement. Much more emphasis will be placed on cooperative community activity including music, art, gardening, homemaking, dramatics, play, open forum discussion of different social and political points of view, self-expression through hobby interests, and general social gathering to promote sociability and neighborliness.

For educational activity of this character, the most capable personnel will be required. Young girls or men with a minimum of social experience and cultural background cannot meet the specifications. The future teacher in adult education will probably be in the middle forties; he will possess the broadest and deepest type of training; he will be well grounded in social theory and practice, and rich in actual field experience as well.

It is time to be pointing for this need. Unless we plan to meet these problems, there is a strong possibility that adult education will grow outside of the public school system. The new movement will not be cramped by lack of administrative perspective or courage. It will not adjust to the profession. Rather the profession must quickly adjust to it or be left hopelessly out of the running.

THE final report of the Commission on the Social Studies in the Schools, sponsored by the American Historical Association and financed by the Carnegie Corporation, was published late in May. It is the fifteenth and summary volume. Much of the previous work has already been commented on in these columns and the final volume promises to be even more controversial to the profession than several of the earlier reports. Four members of the directing committee have refused to accept the report. The dissenters include Supt. Frank W. Ballou, Dr. Edmund E. Day, Prof. Ernest Horn and Prof. Charles E. Merriam. Three of these gentlemen may be considered ultraconservative but the fourth ranks high among the progressives.

After careful survey of discernible trends, the commission strongly recommends a much more re-

alistic study of the life, institution and culture of contemporary America. Children should early be made familiar with the cultural patterns in functioning and not merely through a sterile dilution that has been successively filtered several times through the sieve of academic timidity. The methods advocated are those that have been preached by educational realists for the past decade. Significantly, the report states in brief summary that "in elementary schools the program should start with teaching the pupil the life, institutions and geography of the community before expanding to the region and the nation.

"The central theme of secondary school education should be the development of mankind and the evolution of human culture, with constant reference to the present and to American civilization.

"The program of social science instruction should provide for a realistic study of the life, institutions and culture of contemporary America.

"In doing this, it cannot omit study of the inefficiencies, the corruptions, the tensions, the conflicts, the contradictions and the injustices of the age."



The report definitely recognizes the immediate limitations upon making its recommended program effective by calling attention to the need for better trained teachers. It suggests that one step toward this achievement should be the reintegration of professional education with the entire educational pattern to overcome the present weaknesses and sterility caused by overemphasis on method. It particularly stresses the need for reorganization of teachers' colleges and the need for greater selectivity among those preparing to teach.

The report will be received with mixed feelings. Many will see in the orienting chapters too much emphasis upon the trends toward collectivism and on the apparent necessity for our cultural patterns to be determined solely in the light of an economic interpretation of cultural evolution. There has also crept into the writing what might be termed by some persons a fine idealism and by others an attempt to evangelize the social order through the schools. The personalities and emotions of several members of the committee are quite discernible in the writing.

For those who believe that salvation of the social order rests with the public schools the report will receive enthusiastic support. There is a certain fervor in writing that will appeal to those with Utopian beliefs and aspirations.

Whether the ideas and recommendations attract or repel, the report is significant and deserves the widest and most impartial consideration.



THE slum clearance programs of the federal government have proceeded far enough so that certain assumptions and probable practices may be critically examined. In general, the program appears to involve rebuilding of low rent apartments on the so-called blighted areas in large urban centers. Old, insanitary and run down dwellings built on either the individual or tenement plan are being replaced with modern apartments so designed that the old unsightly individual back yards become community play and park area. Most of the plans published indicate better than average architectural intelligence both in conception and in execution. There are few criticisms to be made in this field.

Serious questions may be raised, however, with respect to the general policy. There seems to be little sociologic sense in tearing down these old buildings in overcrowded central urban areas, already suffering from too much congestion and too little green breathing space, and replacing them with new structures designed to hold the same number of people under the same conditions, except for differences in social land usage and in plumbing. It is more than questionable whether even modern architecture can eliminate the slum areas by new construction. There are too many other contributing factors.



In light of admitted economic and sociologic tendencies toward decentralization, it appears irrational and unreasonable to stimulate further urban congestion by new building. In certain sections this program of rehabilitation is being heavily pushed by chambers of commerce on the assumption that increased congestion will promote downtown trade centers and will result in large land value increases.

A much more sensible procedure would be to raze structures in blighted areas and to use the land for regional parks. New homes should be built on the perimeter of the urban area where land is cheaper. Such a plan would permit development of individual homes and gardens, so that urban dwellers could follow more closely the early American tradition in living instead of imitating blindly the continental pattern of multiple dwellings.

Perimeter development would also lend itself much more logically to the planning of adequate educational and recreational facilities. Most large urban centers have planned their physical plant program in terms of the natural tendency of groups to expand into new territory, now possible with increasing flexibility of transportation facilities.

ties. They have abandoned or are prepared to abandon old and obsolete school structures placed on inadequate central sites.

The federal policy in making further congestion popular through the attraction of new structure will necessitate a modification of these plans, requiring the investment of large sums for the purchase of expensive property for building and play space. We do not believe that these plans and programs will, over a significant period of time, affect the general tendencies of growth. From the standpoint of public education and from that of the community generally, the current slum area rehabilitation policy must be looked upon with rather grave concern as a possible sociologic error.

SO LONG as the democratic organization of public education exists in this country, it will be necessary to provide for the public control of policy through some representative medium or legislative body, whatever its name. Board of education is just as good as any other label. More and more the technique of applying social policy is accruing to the professional executive, using this term in its full collective sense, both by legal delegation and by practice.

Those who believe that boards of education should be abolished and policy control turned over to the professional educationist are advocating a revolutionary change in the fundamental governmental structure. The profession would then glorify itself with a sacrosanct infallibility resting on an assumed scientific base. With all due regard for the development of a scientific attitude in certain phases of educational technique, the profession does not yet know enough about the educational process to assume the autocratic high priest rôle, even if the people desired it.

Many of us become impatient at times when the professional ego strikes the highly resistant wall of community mores and bounces back badly hurt. We then leave the field of objectivity and emotionally demand sudden change. Closer examination might reveal the fact that our technique of approach is more at fault than is the community. The situation appears to call more for a change in technique and an evaluation of our own effectiveness than a demand for fundamental social change. The democratic method is a slow one. It requires much patience. Yet we can think of no effective substitute for it. We prefer it tremendously to the materialistic efficiency of the servile state, whether it be dominated fascism or communism.

The Editor



# When Jobs Change, Guidance Must Change

By A. H. EDGERTON

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*School staff members have been blinking at significant changes going on in the business and industrial world about them. To translate these changing employment demands into pupil guidance is a duty they can no longer dodge. This is the first of a series of three articles on advisement service written by Doctor Edgerton*

**M**ODERN society demands an educational system committed to the policy of educating the whole pupil. In order to attain this goal the present day teacher must concern herself with kinds and qualities of instruction and guidance that can ensure the fullest possible education and adjustment of each individual.

Consequently, the teacher is discovering that her obligation to the many-sided personal, educational and vocational adjustment problems of each pupil requires that she become a counselor as well as a teacher. A significant change, observed in her attitude and method of attack, is beginning to result in greater tendency to place emphasis upon the pupil's enlightened self-interest. At best the teacher recognizes that symptoms of the individual's needs and difficulties must be recognized, investigated and diagnosed cooperatively in order that preventive or remedial self-guidance measures may be employed.

Because of the teacher's rôle in guidance, it has come to mean more than prodding the laggards and arranging means by which greater amounts of subject matter may be acquired in a given period. Failure in childhood breeds such traits as sullenness, intolerance, indifference, irritability,

selfishness, jealousy and inferiority, all of which are not acceptable in either social or occupational life. Therefore, the child must be helped to succeed. It is not the knowledge itself that is so significant; it is the child's attitudes and his estimation of himself that are important. The inauguration and development of guidance instruction and suitable guidance advisement services are gradually becoming important factors in the development of strong character and poised personality.

Wide-awake school administrators and teachers no longer assume that pupils can depend wholly upon their own initiative for adequate future planning and adjustment. In fact, one of the recognized major purposes of modern education is to aid young persons with their problems of self-inventory, self-discovery and self-guidance. Nevertheless, so far as school systems are concerned, too many boys and girls still find their places in the worldly scheme of affairs largely as luck and accident happen to dictate. In other words, trust-

## RELATIVE ACCEPTABILITY OF PERSONAL OR SOCIAL ADJUSTMENT QUALIFICATIONS TO 338 REPRESENTATIVE EMPLOYERS

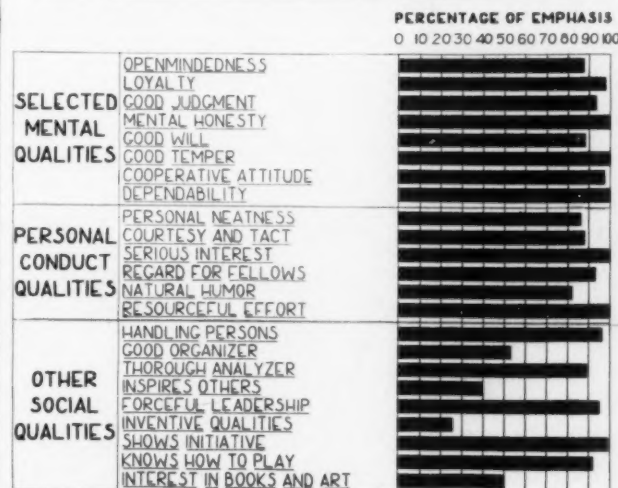


Chart I.

worthy vocational guidance, although accepted as one of the most urgent needs of the present educational system, is actually offering perceptible benefits to less than 12 per cent of the total secondary school population.

Notwithstanding, the future outlook for guidance services is more encouraging than ever before. As might be expected, too many guidance plans have failed because of lack of necessary administrative leadership. Some of these programs have been handicapped from the outset because the school administration did not subordinate red tape and disciplinary machinery to the main objective of pupil guidance. In other cases staff members have not been encouraged by the administration to consider guidance as an aid to teaching whereby individual pupils can be helped specifically in their personal, school and life adjustments. Slowly but certainly all persons concerned are coming to recognize that efficient guidance depends upon the inspired leadership of school administrators as well as the methods of those directly responsible for the services given.

#### *Guidance Begins to Function*

There are other reasons, however, why organized guidance, now only about a quarter of a century old, has experienced such a gradual development in the majority of American school systems. We need only to recall that early guidance practices were developed outside of the schools, usually through bureaus which spread from Boston to nearly all large cities in the country. Most often these bureaus in time became connected with the public schools, although their work had little noticeable effect upon the content and methods of the curriculum or the textbooks used. Consequently, the early introduction of guidance methods into schools assumed that such highly organized functions as counseling, occupation study, placement and the like must become the independent responsibility of designated specialists.

The most rapid and wholesome growth of the guidance movement has come about recently, since these functions have become adapted to the modern needs of all individuals and are being shared by other staff members and school agencies. Today in many schools throughout the country the purposes of the whole organization and the objectives of each subject and activity will be found highly flavored with the guidance point of view. Of still more importance is the fact that each staff member, whether assigned to duties as subject teacher, home room teacher, club adviser, school librarian, school nurse, athletic coach, class adviser, school counselor or visiting teacher is charged with the related cooperative responsibility of aiding each

pupil with his many-sided adjustment problems.

It is high time that teachers, counselors, textbook authors and all others who are attempting to aid youth with self-guidance problems became more aware of the futility of advisement based upon either guesswork or half-truths. In fairness to boys and girls, we can ill afford to continue tolerating well intentioned adults who allow enthusiastic interests and emotional energies to outrun their actual knowledge of child nature possibilities, on the one hand, and occupational adjustment demands on the other. Obviously, emotional enthusiasm cannot be substituted for enlightened leadership if individuals are to be assisted in studying the strengths and weaknesses of their abilities, aptitudes, temperaments and personality characteristics. Likewise, personal enthusiasm must not be confused with the persistent effort that is necessary in order to secure pertinent first-hand information about present day occupational conditions.

Perhaps it will suffice here to give one classic example of the misrepresentation and misinformation now too prevalent in the secondary school textbook curriculum. Of the national hero biographic literature used in 143 school systems recently investigated, it was found that well over 90 per cent is misleading from the standpoint of trustworthy guidance. For example, children are led to believe that practically all great heroes attained success mainly due to personal qualities and attainments of their own making. The authors of these biographies usually not only stress the per-

### RELATIVE ACCEPTABILITY OF SCHOOL OR EDUCATIONAL ADJUSTMENT QUALIFICATIONS TO 338 REPRESENTATIVE EMPLOYERS

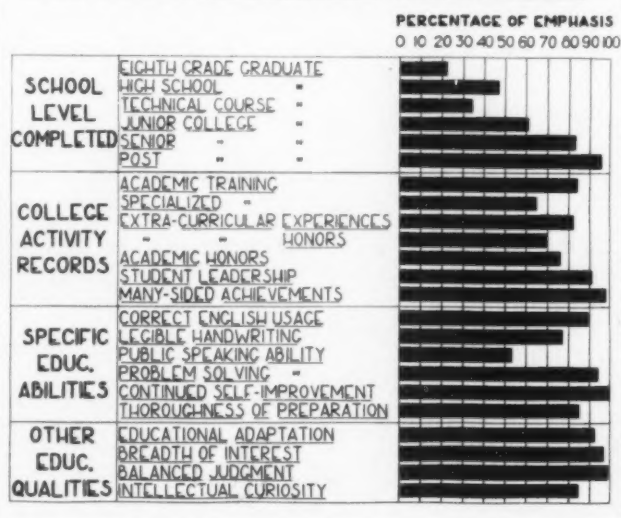


Chart II.



sonal merits that made the leader but also imply that pupils should emulate such virtues as industry, bravery and cunning in order that they too may become great. Only a few books explain or even mention the actual outside forces and events that made these leaders qualified. None points out the drastic changes in the modern social system that now make their implications impossibly false. This is but another example of the school's past failure to cooperate fully with pupils by participating in much needed fact finding, fact facing and fact interpreting activities.

### *Society Makes New Demands*

Modern social and economic changes have forced long neglected obligations upon all educational and guidance workers. Neither teacher nor counselor can measure up to the new specifications without indicating sympathetic interest in and giving systematic assistance to any pupil confronted with problem difficulties in social, educational or occupational adjustment. To this end, all must cooperate with youth in analyzing individual capacities and interests, in securing reliable information about existing possibilities and demands, and in making appropriate decisions leading to future plans. In keeping with these urgent guidance demands, the modern school can no longer permit its staff members to blink at the many significant changes now taking place in the active world about them. All pertinent trends and developments that impinge upon school subjects and pupil services must be studied and evaluated for use in instruction or guidance or both.

During the past few years increasing difficulties have been experienced by all persons concerned in keeping pace with salient employment trends and demands. Possibly our present hope for future employment was well characterized in a small mid-western newspaper which carried a few years ago the following humorous news item: "Mr. Jim Mitchael is much better after having been kicked by a mule."

All guidance and personnel workers are facing the facts and implications of the many-sided, sweeping changes as they focus upon personal behavior, educational welfare and vocational adjustment. None of us can dodge the obligation of translating changing trends and demands into individualized guidance services. In fact, we are now challenged to demonstrate that our claims for individualizing educational, occupational and social services through guidance are not merely fond hopes and idle dreams.

Adults and youth alike are still bewildered because unlooked for changes, over which they have no control, have forced upon them new patterns

## RELATIVE ACCEPTABILITY OF VOCATIONAL OR OCCUPATIONAL ADJUSTMENT QUALIFICATIONS TO 338 REPRESENTATIVE EMPLOYERS

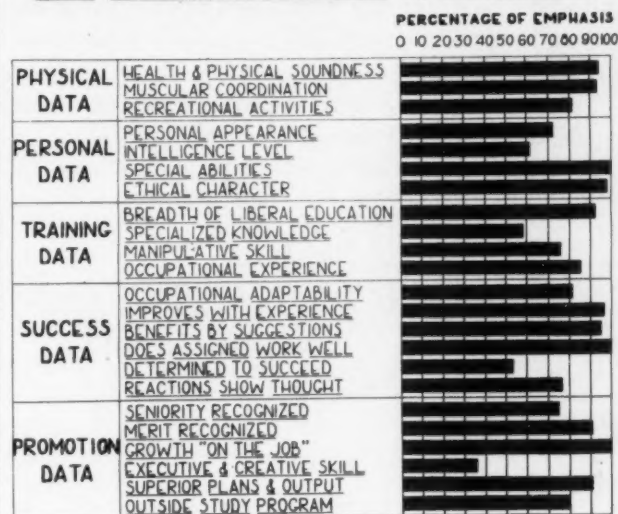


Chart III.

of adjustment. Many of the present far-reaching changes have been developing gradually, with the result that firms and individuals have experienced varying degrees of the upheaval impact. To recall the extent of these changes we need merely to refer to the well known fact that before the depression more than one-fourth of our population was earning in occupations unknown twenty-five years ago. It is likewise interesting to note that about five-eighths of our total population had been forced to make rather drastic readjustments during the past decade.

More specifically, recent accentuations of these changes mean that a few million individuals will never fulfill their earlier plans or go back to their old jobs, since the need for these particular plans and jobs will be no more. Fortunately for them, no individual is limited to one plan or one job, but is subject to a wide range of adjustments.

To be of greater assistance to pupils, teachers and guidance workers, a series of employment trend and demand studies was begun early in 1933. The reports in this article necessarily will be limited to several selections from the general findings on relative acceptability of individual qualifications for employment possibilities.

With the cooperation of eighty-four persons drawn largely from the National Society for the Study of Education committee organization previously set up for a nine-year guidance evaluation study, 338 representative employers were surveyed by interview. Analysis forms were filled out for



1,132 separate job specifications involving 4,104 actual positions in twenty-nine states. The employers represented an equal number of small and large establishments. The selected generalized qualities presented were drawn in each case from specific reaction data which have been classified and named arbitrarily here merely for convenience in charting the three following closely related sets of qualifications.

Personal or social adjustment qualifications are set forth in Chart I under three headings:

1. These employers stress the importance of so-

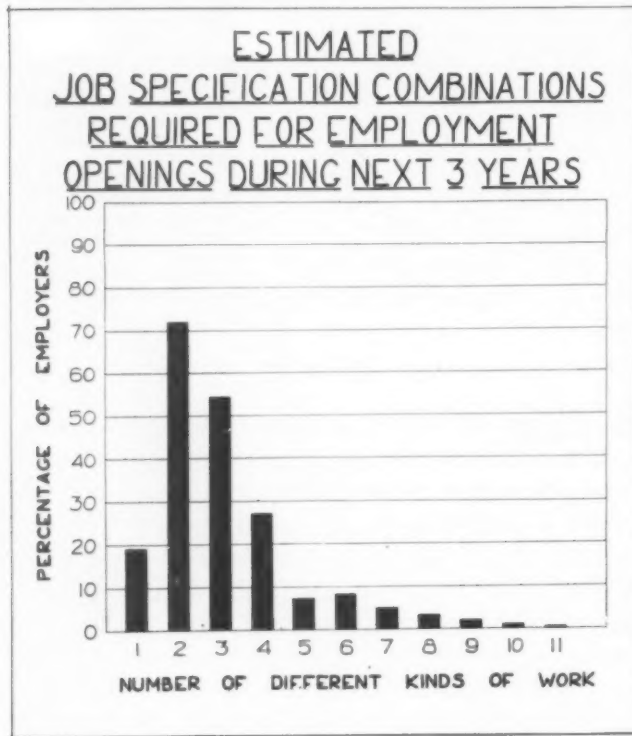


Chart IV.

cial training and social experiences which prepare for living, working and playing with others.

The individual who will be in demand is one who can get along successfully with other persons, since employers believe social intelligence is to be an increasingly important factor in future vocational success.

2. They suggest that more be done in having pupils' attitudes reflect the fact that life, although interesting, is a serious affair, success in which demands resourceful effort, social obligations and personal adjustments.

Such shortcomings as poor self-control, discourtesy, dishonesty and lack of dependability should be overcome, they insist, by stressing the indispensability of these qualities in both social and occupational life.

3. In addition, each employer indicated some concern about such essential qualities as open-

mindedness, judgment, loyalty, thoroughness, initiative, interest, natural humor and neatness of person and dress.

In general, they indicate fully as much concern about control of emotions as they do about the control of motions while at work.

School or educational adjustment qualifications are considered in Chart II, as follows:

1. Other qualifications being equal, a college graduate has a far better chance of placement and of advancement than the person without college training.

Notwithstanding past reported practices, one well trained in liberal arts and sciences plus basic thinking is now to have some advantage over the too highly trained technical and specialized candidate.

2. Employers advise young persons to come to them basically trained but ready to receive special preparation "on the job."

They definitely specify problem-solving ability, the use of correct English, a knowledge of public speaking and legible handwriting for most positions.

3. Because of the many-sided demands at present it is suggested that at least a double vocational objective may be helpful for some time.

#### *Employers Seek Persons With Initiative*

The employers sound a warning to those who now fail to improve themselves while unemployed, since they first ask, "What have you been doing during the past few months?"

Vocational or occupational adjustment qualifications are represented in Charts III and IV:

1. In general, it seems that employers look for persons who have a reasonable degree of initiative, who can solve their own problems if need be and who can be depended upon to carry out instructions.

They insist that a lack of experience is secondary to the advancement possibilities of the graduate, the most important factor being his willingness to work diligently and learn through patience, advice and observation.

2. The future employee will be expected to prepare for and do well two or three different kinds of work rather than one highly specialized type as has been the case in the past.

Furthermore, they expect the young employee to enter on the learning level and to remain there long enough to acquire perspective as well as skill and knowledge.

3. Actual placement promises to become more difficult, since a higher level of preparation is being asked for by employers, and everyone concerned will need to strive harder for successful wage earn-

ing adjustment with somewhat less satisfactory results than formerly.

They state they will judge employees for promotion by their continued interest, achievements and general growth in work assigned.

Finally, several employers seriously believe that, for the present, the standardization tendency, for example, in large power or oil companies, telephone or telegraph systems, chain stores or chain newspapers and governmental agencies has placed definite limitations upon freedom of opportunity and individual initiative, which youth should consider in its future vocational plans so long as these conditions continue to exist. Representatives of large and small concerns alike would have youth explore varied possibilities in small and local businesses, including family interests or firms. They refer especially to enterprises dealing with creative ideas in science, art, mechanics, literature, electricity and merchandising that capitalize on personal growth, courage and character.

This is the abbreviated picture of the situation that now confronts us if we are to rely upon data secured from 338 representative employers in the United States. Employers agree that the beginning position or salary is of minor importance for youth, but they point out that the young worker's attitude and interest at this period are significant to his future success. Employers in general seem to be fully aware of the need for more emphasis upon social, educational and vocational guidance in all secondary schools and colleges. They firmly believe that the school has a definite responsibility for assisting future workers in choosing educational and occupational plans best suited for their needs.

Nearly all employers indicated a willingness to cooperate with the schools in their localities, even to the extent of assisting with some suitable program of guidance publicity that might be developed with mutual benefits to all concerned.

#### *Personality Adjustment Being Neglected*

Many schools are offering classes in guidance, under different titles and with various methods. The most successful of these courses properly stress the study of the individual's personality before launching him into the problems of school adjustment and life plans. It is discouraging, however, to find that these classes too often plunge adolescent boys and girls directly into the intricacies of occupational study and choice, notwithstanding their lack of readiness for or interest in life career problems. Pupils cannot be expected to find themselves in school and in life without first being aided in securing an understanding of and a background for using their own personalities, as was stressed by most of the employers interviewed.

Perhaps teachers and guidance workers are less to blame than the administrators who have adopted this convenient means of introducing guidance, or the textbook writers who have found it easier to follow the occupational information approach than to develop the personality-school-life sequence of emphasis. In any case, more and more schools have become convinced that trustworthy counseling can assist boys and girls to make desirable decisions and that intelligent placement will aid them to adjust through suitable contacts with workaday world affairs. But in the last analysis, these and all other present day guidance methods must be judged by objective standards and practical outcomes, just as are other important educational services. Regardless of existing variations in completeness and quality of guidance provisions, no forward looking school or college can afford to have its staff members maintain an attitude of *laissez faire* toward the ever present personality, school and life problems of its pupil charges.

## Guidance Programs in the Small High School

"The purpose of the high school program of guidance is to supply pupils with information about the world of work and of education and about themselves, and to help them in the light of this information to plan wisely for their future," say Knute O. Broady and Elgin D. Clason, writing on "Guidance in Small High Schools" in *Occupations*. "Guidance does not mean telling a person what to do—it means helping him make an intelligent choice in the light of all the information available."

"Lack of funds is not a valid argument for failing to offer adequate guidance. In the first place, a program of guidance costs very little; in the second place (and this is more important) no high school can hope to operate with any degree of efficiency unless every effort is made to assist the pupil in using his talents and the resources of the school to his own best advantage, and to the best advantage of society.

"Small high schools with the usual facilities may offer a guidance program at least approaching in effectiveness the program found in the largest and best equipped high schools.

"Large high schools frequently engage specialists who devote full time to guidance. The smaller high schools must use the personnel they have. The principal or superintendent will usually be in charge of guidance and, if a man, will act as personal counselor of the boys. A woman member of the high school faculty, who may be called the dean of girls or assistant principal, will personally counsel the girls. If the school has home rooms, assistance in counseling will be rendered by the home room teachers. Otherwise, class sponsors or other special advisers will assist. Although control of the general planning will rest with the principal or superintendent and the major responsibility for guidance will be lodged with only a part of the faculty members, the whole staff should thoroughly understand what is being done."



# Kentucky's New Educational Code Effective June 13

By J. W. BROOKER

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**A**T THE recent session of the Kentucky general assembly a complete educational code was enacted into law. The measure becomes effective June 13.

Kentucky's new school code is designed to unify, simplify and make more available the laws governing the public school system of the state. In volume it is approximately one-fourth as long as the present school law; many vague and conflicting sections have been removed, and the laws rearranged in a clear and logical manner.

With respect to most phases of the school program the new code makes few radical changes. While it repeals all of the present school law, it reenacts much of it bringing it up to date. In five respects, however, the new school code does materially change the educational system of the state.

1. It provides for a state board of education to be composed of seven laymen appointed by the governor, together with the superintendent of public instruction, who will be ex-officio chairman. This board will ultimately replace the present three-member ex-officio board composed of the superintendent of public instruction, the attorney general and the secretary of state. On June 1, the governor will appoint four lay members, while the three present members will serve until the end of their term of office. This state board will have general management and control of the common schools, vocational education, vocational rehabilitation and the two state colleges for Negroes.

## *Only Two Types of Districts*

2. Under the new code school district organization is greatly simplified. Instead of six types of school districts now recognized, the new code provides for only two types of districts—independent school districts and county school districts. The independent school districts will include all present independent graded school districts with a school census of 250 or more and all present school districts embracing cities of the first five classes. Under certain conditions present independent graded school districts with less than 250 pupil census may continue as temporary independent districts by permission of the state board of education. The

county school district will be composed of all of the county not included in independent districts. At present there are but 360 school districts in Kentucky. This number will be further reduced by the new school code.

All school districts will have a similar organization with five board members elected from the district at large and the superin-

tendent to be appointed by the board. In one major respect the county school district is unlike the independent school district. It will continue to be divided into subdistricts, in each of which there will be elected by secret ballots one subdistrict trustee whose powers and duties are greatly restricted.

3. Although the new school code does not invalidate any certificate now outstanding, it provides that in the future all certificates will be issued on the basis of two years' standard college work as compared with one year under the old law.

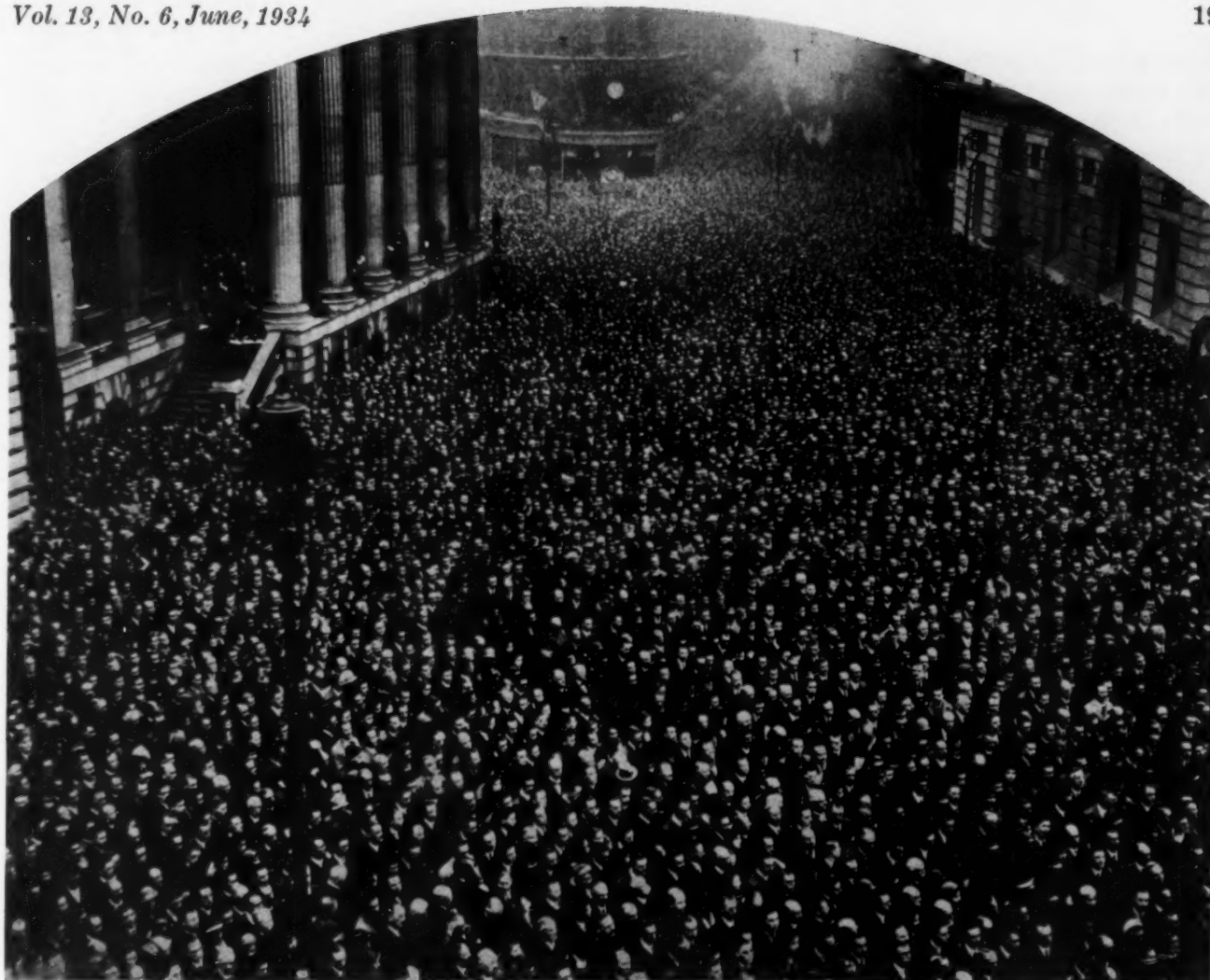
4. Another important change relates to compulsory attendance. Each school district is required to employ an attendance officer and to conform with certain other rules and regulations looking to a maximum average daily attendance.

## *Council on Public Higher Education Created*

5. Perhaps the most interesting feature of the new code from the standpoint of educational organization is the creation of a council on public higher education, which has been set up to coordinate the work of the University of Kentucky and the four state teachers' colleges. These institutions will operate under the management of their boards of regents and the council on public higher education, which will be made up of the presidents of the various institutions, selected members of the boards of the various institutions, and two members of the state board of education, with the superintendent of public instruction as ex-officio chairman. This council has as its functions the coordination of curricular offerings, the fixing of entrance requirements and preparation of a budget for the five public institutions of higher learning for recommendation to the state budget committee.

Kentucky's new school code was submitted to the general assembly by the Kentucky Educational Commission and based on a study which lasted nearly two years and in which nearly one hundred Kentucky educators and laymen took part. Its passage by the general assembly followed an intense campaign of a year's duration, sponsored by the Kentucky Education Association and designed to acquaint the public with the findings and recommendations of the commission.





## A Philosophy of Reconstruction in Public Education

By S. A. COURTIS  
University of Michigan

**W**E HAVE a saying that you can't teach an old dog new tricks. Nothing is said, however, about the speed with which an old dog can teach himself, once he is convinced that there is need for change.

The completeness with which the country reversed itself in the last election, the vigor with which the President has pushed, and the country has accepted, his novel program, give the lie to the proverb. That old dog society is learning new tricks so rapidly that already social prophets tell us that we have seen the end of an old order and the beginning of a new one.

Education as an institution is a means of social reproduction. The adage, "Train up a child in the way he should go, and when he is old he will not depart from it," merely emphasizes the part that

education plays in shaping social life. When social customs change education is first blamed for not having paved the way for changes, and then compelled to teach the new social program. The extensive reorganizations of the educational systems of Russia and Italy indicate what is bound to happen in the United States as soon as the form of the new ways of working together is clearly outlined. The time has come for all of us to take stock of education as it has been and to ask ourselves what changes should be made in

*The world has fallen upon evil days. Millions seek work without avail. The youth of the land have been taught in schools that overlook the art of living. Schools must develop national idealism and leaders.*

order to prepare children to live successfully in the new society now in process of formation.

What have been the elements of outstanding value in American civilization? Surely we all agree that one of them is the emphasis upon the worth of the individual. America has long been justly regarded as a land of opportunity. Millions upon millions of the oppressed and impoverished of other lands have found here opportunities for education and advancement that were denied them in their native lands. From the Declaration of Independence to the present day the United States, in the mind of its own people and in the eyes of the world, has stood for freedom of the individual, for initiative, for courage to try, for originality, for growth, for progress. Whatever happens, all true Americans will see to it that in the new social order liberty, freedom and opportunity for the individual to move to higher levels are forever preserved.

#### *The Dream of All Mankind*

A second vital element in our civilization has been the protection of the individual in the possession of the products of his efforts. "No taxation without representation," "millions for defense but not one cent for tribute," and other historic slogans express a desire that was dominant in the hearts and minds of the founders of this country. An individual to be happy must be free from exploitation by others. He is a slave indeed who has to labor that others may spend the fruits of his labor in idleness and luxury.

To own a plot of ground and the roof over his head, to have leisure for study and other recreational enjoyments, to save for his old age, to live in assured security surrounded by children and friends—this has been the dream, the compelling desire, that has led man in all lands and ages to put forth almost superhuman effort to conquer the wilderness and to establish new centers of civilization. There can be no true freedom without the security implied in that article in the constitution by which the founders of this country attempted to guarantee that no man should be deprived of the fruits of his labor except by due process of law.

The third characteristic element of early American civilization was its acknowledgment of a power higher than human intelligence or might. To this day "In God We Trust" appears upon our national medium of exchange as an expression of national faith in a higher good than that we know. The influence of the Pilgrim fathers has been marked in all our social thinking. Not long ago the President was cheered to the echo as he stood before a great gathering and said:

"Always have I been certain that we would conquer, because the spirit of America springs from

faith—faith in the beloved institutions of our land, and a true and abiding faith in the divine guidance of God."

All true Americans feel that faith in the possibilities of human advancement, loyalty to high ideals and principles, and intelligent striving for better conditions of living for all are evidences of a third and a priceless possession that must be given renewed emphasis and expression in the new day toward which we move.

Opportunity, security, idealism. It seems that a country established on such a foundation must be blessed forever. And yet we have fallen upon evil days. Millions seek work in this land of opportunity and no work is to be found. The gunman, the bandit, the dishonest financier, with the connivance of faithless politicians, take money freely without due process of law, and there appears to be no effective means of redress. God has been forgotten by great masses of people who have deserted His temples. The youth of the land, taught in schools that deal with everything except the art of living, heedlessly surrender themselves to pleasure and self-indulgence. Legislative representatives, chosen to solve these problems, sell out to the highest bidder, or wrangle endlessly in personal struggles for fame and position. Rugged individualism appears to spell social disintegration. The New Deal arrived just in time to avert a social catastrophe of menacing proportions.

#### *With Mussolini and Stalin*

If America were the only nation undergoing such social evolution, it might be difficult to determine causes and devise remedies. But other nations, too, have had their troubles and other nations are solving their problems in terms of their own traditions. Mussolini and Stalin, whatever else may be said about them, are actually producing social changes which, in part at least, are remedying the very evils that plague our people. What is it that these men stand for? What is the source of their power and success?

The most evident factors that account for the continued progress of these two leaders are apparently much alike, namely, tyrannical social control, compulsory cooperation and the development of an intense national idealism. In each country, a strong individual has wrested political authority from established agencies and is wielding it with dictatorial power. In each country freedom of speech, individual initiative and private ownership of property have either been set aside or have been much abridged through the various forms of social control that the dictator exerts.

In all fairness, however, it must be said that in each country dictatorial power has in some meas-



ure been exercised for the common good. Opportunities for education and advancement have been increased, national production of the essentials of life has been speeded up and the nations have been integrated in terms of national programs of social betterment. However little one may admire the goals toward which the two national societies move, the fact remains that they are moving. Disintegration has been arrested, enthusiasm for social betterment has been rekindled and new social orders are in process of development.

#### *Which Is the Best Program?*

It is too soon, of course, to judge of the comparative merits of the programs, but in Italy, where the program has been carried forward under the most favorable circumstances, the transformation in the conditions of social life since the war is nothing short of startling. That the Italians themselves recognize the beneficence of the domination under which they live is indicated by their treatment of their leader. During the first eighteen months of his control there were many attempts upon the life of Mussolini. Italians are an emotional and liberty loving people. Fascism violated all their traditions. Soon, however, the benefits of the control became apparent. Mussolini did not use his dictatorial power for personal benefit but for the public good, and the attitude of the nation toward the new régime gradually changed.

One feature of the programs in Italy and Russia is of peculiar interest to us, namely, the attention given to the organization and indoctrination of the youth of the land. The education of the oncoming generation has been seized upon in each country as an element vital to success. The leaders have not attempted to teach the old dogs new tricks; they have simply kept the older members of society under control. Instead the leaders have devoted their major efforts to inspiring the young men and women with a vision of a new day and to training them in methods of social action.

Americans are so thoroughly individualistic that few among us ever think or plan in terms of the country as a whole. When Congress voted dictatorial power to the President, we shook our heads dubiously and wondered what the nation was coming to. Even yet, some of us think of the military aspects of the Citizens Conservation Corps as a menace to the freedom we prize so highly. National planning and social control violate all that we have been taught. We recall our school day declamations and repeat again Patrick Henry's "Give me liberty or give me death." Yet, even as antagonistic emotions arise, we remember once again conditions as they are today and as they threaten to become. Our antagonism stalls, para-

lyzed. Doubts and questions arise. Are we so sure that we know just where the line is to be drawn between liberty and license? Is it possible that freedom, independence and all those privileges we have valued so highly in the past are not as desirable as they seemed? Is democracy a mistake? On many such matters, America today is in process of making up its mind.

A possible way out is suggested by the NRA. If the effect of social control, cooperation and national unity of purpose could be achieved by democratic effort, our country might yet be saved from disaster, to begin a new era of prosperity and growth. It appears that in our emphasis upon the worth of the individual and the necessity for freedom, we have either gone too far, or have neglected certain other factors that need equal consideration. To the extent that this is true, it would be wise to give the next generation a reconstructed philosophy of life.

If from this point of view we appraise the Declaration of Independence and the Constitution, we find at once several matters that need reconsideration. This country was founded on the idea that all men are created free and equal and endowed by their Creator with certain inalienable rights. This statement was dictated by one of the basic desires of man—the desire for opportunity to advance, to make the most of himself. That desire is just as strong today as it was in the days of the founding of our country.

#### *Perhaps We Have Made a Mistake*

Today, however, we know more than our forefathers did about the inborn differences in men. We know, for example, that no two individuals are alike in tastes, talents or rates of development. No two individuals reach maturity at exactly the same time or in exactly the same way. Perhaps part of our trouble has come from putting power in the hands of individuals who were not mature enough to use it wisely. Perhaps to give all men equal voting power when they reach twenty-one years of age is to make it possible for the selfish, the unscrupulous, the crafty, to exert undue influence upon the weak, the immature, the unprepared. One would not put a loaded revolver into the hands of a little child just because he is strong enough to pull the trigger. Perhaps it is equally dangerous to put the vote into the hands of those without the ideals and character to use it for the common good.

In the schools of the future more attention must be given to experimentation in practical politics. If young people in training were selecting their own leaders, were working under the leaders they had chosen, and generally were having experiences in the activities of school life, with this form and



that form of social control, if their attention were given consciously to the solution of problems raised by the conflicting interests of the individual and society, perhaps the machinery of democratic control might be made to perform successfully those essential functions that are being achieved abroad by tyrannical control.

In the past the school that followed the prevailing social philosophy has been highly individualistic. Pupils have been compelled to study by themselves. For one pupil to help another was an educational crime. We have been so busy making sure that pupils mastered the knowledge deemed essential for individual competence that we have totally ignored the social skills that enable individuals to live and work together.

It is becoming increasingly evident that no man lives to himself alone. When the miners in the coal fields strike, and we freeze because there is no coal to buy, we are strong for some form of governmental control to protect our interests. But when governmental control attempts to dictate our own personal behavior, we wave the banner of liberty aloft and loudly cry that our independence is being violated. The truth of the matter appears to be that we all need to frame a new definition of liberty. We need to teach children that, whether they are aware of it or not, their every act has social consequences and that not until they have traced the effects of their individual actions through all their social ramifications are they in a position to judge whether or not their actions are justifiable.

#### *The Purpose of a Democracy*

One does not have to be a socialist to realize that the schools must do more in the future than they have done in the past to arouse social consciousness and to give training in cooperation. Much that passes for liberty in this country we are about ready to brand as license. The schools must teach a definition of liberty that will give equal weight to both individual interests and the interests of society as a whole. A democracy exists to capitalize the potentialities of its individual members. The schools must train future citizens in social methods of adjusting opportunity to capacity and of preventing the misuse of opportunity for purposes of personal exploitation of others.

Schools will also need to give more consideration in the future to the problems created by the accumulation of great fortunes. On the one hand, no one can deny the convenience of money as a medium of exchange and the inspiration to effort which the possibilities of acquiring and owning property exert. Nowhere in the evolution of civilization has an equally effective general stimulus to effort been devised. On the other hand, one does not need to

be a communist to see that great inequalities in the possession of wealth give to a few individuals powers that are almost certain to result in social injustices to the many.

The remedy for such difficulties is not yet clear. Many persons urge redistribution of wealth as a remedy. Certainly through income taxes, inheritance taxes and similar legal forms of confiscation, we as a nation have been moving toward systematic redistribution. Capital, however, is power. It seems unintelligent to put money into the hands of those who are not prepared to use it wisely for the general good. Apparently what is needed is the socialization of the benefits of wealth rather than mere redistribution of wealth itself.

#### *The "Brain Trust"—A Trend in Leadership*

Here again the schools of the future will be called upon to give important experiences. In school work pupils strive for creative rather than possessive rewards. Education is a socialistic enterprise, paid for by all and operated for the benefit of all as well as for the benefit of the individual. Educational activities of production and exchange within the school provide the setting for giving any sort of training along these lines that the public desires. All that schools can do at present is to direct attention to the problems involved and to the methods of solution that have been proposed.

Perhaps in no particular can the schools contribute more to social welfare than by developing a national idealism and by giving training for leadership. In the past a leader has always been an individual. Civilization has become so complex, however, that no one individual can long carry the load. The President's "brain trust" is a hint of what leadership must become in the future. If democracy is to continue and prosper, planning must become a cooperative enterprise. Each individual will be obligated to think creatively upon national problems and machinery will need to be set up to collect and unify the products of individual suggestion. In schools of the future, the conflicts between individual initiative and social control can be harmonized by training the oncoming generation when and how to use each type of control appropriately.

Most of all, the school of the future must emphasize the development of those qualities of individuality that make for success, namely, self-direction, self-appraisal and self-control. It must also emphasize equally social planning and cooperation in the achievement of social ends. The school cannot teach solutions of these problems, because society alone has the right to determine how its problems are to be solved. But the school can teach children the methods by which problems are solved and direct



*Were schools freed from tradition, much could be done to inspire youth with the ideal of social betterment.*

their attention to the problems that civilization is facing. The need for equipping the future citizen with the tools by which his mental work is to be carried on still remains and will not be neglected, but there are good reasons for believing that such training can be given more effectively by having children participate in the work of the world than by confining them to academic study of the glories of the past. In America few persons participate in governmental or social activities before they reach the age of thirty or thirty-five. We have failed conspicuously to capitalize the energy and enthusiasm of adolescence and early maturity.

If the present period of distress should operate to free the schools from the strangle hold of tradition, and should enable them to shape a forward looking educational program in keeping with the needs of the times, much could be done to inspire American youth also with the great ideal of social betterment and to organize it for effective achievement.

Two outstanding facts, however, must enter into all thinking on this subject. First, America in the future will meet a competition from other nations the like of which she has never met before; and,

second, if changes in the schools are to be made, society must give school authorities a clear mandate to make the changes. The schools are the creation of society and cannot move for progress any faster than society permits. Teachers everywhere see the need and are prepared to make radical revisions of the curriculum to aid in the building of the nation.

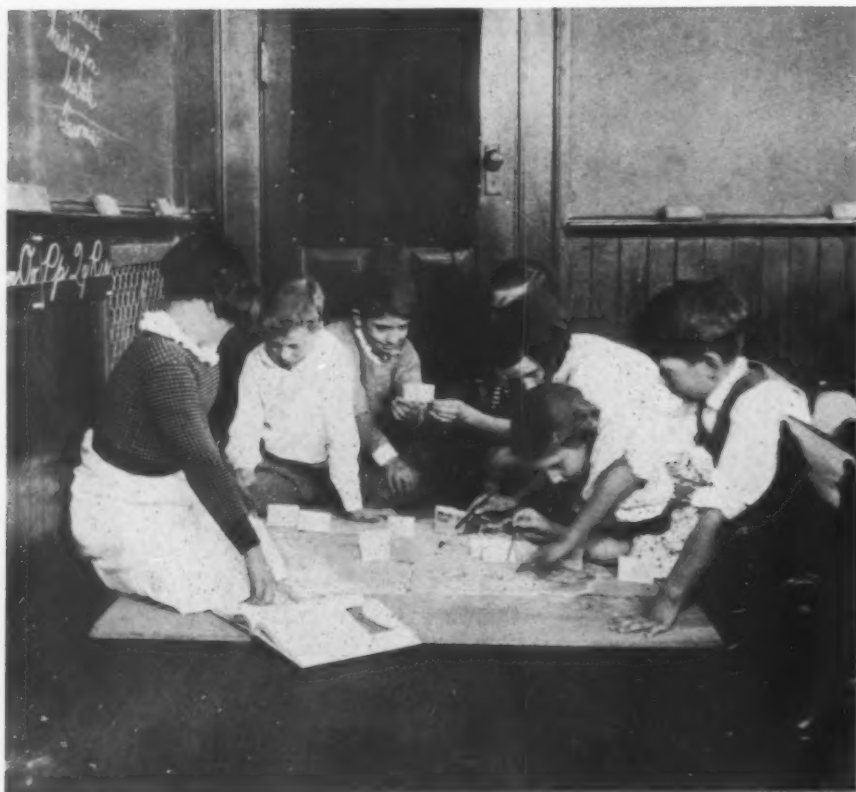
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## Success in Commercial Work

Assuming that pupils have been properly trained in the technique of commercial work, why does one pupil forge ahead while another makes slow progress, or none at all? The cause in many cases is the difference in certain personal characteristics of the two pupils, in the opinion of W. H. Magee, director of executive and sales training, General Motors Institute of Technology, Flint, Mich.

These characteristics may be acquired in most cases, although a few may be inherent. The first step is to identify those characteristics that promote success and those that hinder progress. The next step is to make a searching personal analysis in order to determine those that need strengthening and those that need eliminating. The third step is to provide a method for this development or elimination. The school, in its regular commercial course, or in its vocational guidance program, may assist greatly.

# Armchair Theorizing Will Not Save the Elementary School



*Scene in a progressive school which is typical of hundreds of others in the United States. The pupils are working on a salt and flour map of the Great Lakes region, on which they are placing small labels and pictures showing where iron ore is mined and how it is transported to Pittsburgh. This public school, the Ira Allen School, Burlington, Vt., is used by the University of Vermont for the purpose of demonstration teaching.*

THE classic statement of the Irishman's politics, that he is "agin the government" represents the attitude of many persons at the present time toward public elementary education. Criticism of this branch of the public school organization has been so general and so vociferous that it is difficult to determine in the confusion of voices any definite or consistent trends of thought. When examined and analyzed, many of the individual objections to present public school practice are about as firmly grounded and as logical as are the bases of the Irishman's politics.

If a person is to get anywhere in evaluating current criticisms, and if he is to discern any lessons for public school leaders or executives or for college teachers of elementary education, he cannot deal separately with each of the individual criticisms. He must try to isolate at least to a certain extent some of the prevailing trends of criticism and must consider these in their bearing on the work of the public school and the teacher of elementary education.

By EDWIN H. REEDER

Associate Professor of Education, University of Vermont

I believe that it is possible to recognize in this turbulent surge of criticism two main, relatively distinct currents, although each may include many cross currents and whirlpools of thought. To change my metaphor, critics of the elementary school seem to be largely divided into two hostile camps, the members of each of which may not agree entirely with each other, but are at one in condemning the public school.

The adherents of the first of these camps are drawn largely from the ranks of taxpayers' leagues, boards of education, politicians seeking an issue on which to base their appeals for votes, and many conscientious and honest citizens who do not understand the purpose of modern education. This group knows that the country is in a period of economic



*What's wrong with the public elementary school? Lay and professional critics agree on only one point—that the school is in a bad way. Who is to blame for this condition? Mr. Reeder says it's largely because the professional group has failed miserably in its job of teaching elementary education. It has been too remote*

retrenchment; it realizes that expenditures for education represent a large part of every public budget, and it looks for a way of economizing. The citizens in this camp recognize the fact that today's schools are different from those of thirty or forty years ago. Failing to understand the sound bases of these changes, but at the same time idealizing the education of their own childhood, these citizens condemn all innovations as fads and frills and look upon them as ways of giving teachers an easy life or of wasting the taxpayers' money. They demand with the utmost vehemence a return to the Spartan simplicity of the schools of their childhood. Health teaching, music, art, constructive and creative activities in the classroom and modern theories of

reasonable disciplinary freedom are the targets for their shafts of criticism.

The second camp of elementary school critics consists of a somewhat heterogeneous collection of principals and leaders in progressive schools, executives of progressive education associations and college professors of elementary education, educational psychology, philosophy of education and educational sociology. This camp takes a position diametrically opposed to that of the first camp in every respect except one—that the public elementary school is in a bad way. The second camp condemns the first for its backwardness, its static ideals, its inflexibility, its regimentation, its old-fashioned curriculum and methods, in short its tardiness to accept immediately, enthusiastically and without criticism the tenets of the progressive camp. Instead of objecting to what are called fads and frills by the first camp, the second camp would introduce more of them; it would overthrow almost in toto the methods and curriculums of the past and substitute new subject matter and different ways of studying it.

Belabored by both of these camps, the conscientious public school superintendent or supervisor is in an unenviable position. If he adopts a course that will please the first camp he is called a moss-back, a conservative, a visionless time server by the second camp. If instead he attempts to overturn his system and remold it according to the progressives' ideas, he is likely to face an insurrection in his teaching staff and such a wave of hostility from the public in general and his school



*This is the type of classroom situation that the conservative layman wants—the children “sitting up tall” and waiting to be instructed by the teacher. And this is precisely the picture that many college professors who never visit schools have in mind when they speak of “the public school.”*

board in particular that he will still find himself with his school funds curtailed and his program discredited.

Both camps have a certain amount of truth in their positions, and a great deal of error. The first camp is quite right in believing that the public school system with its vast multitude of future citizens and its host of teachers whose training and experience have been more consonant with the ideals and methods of the past than of the present cannot change to new methods and new curriculums overnight. Moreover the most intelligent and thoughtful persons in the conservative camp point out with considerable cogency that the progressives do not agree among themselves either as to what they want, or how they can get it. In such a situation, this smaller group in the first camp is critical of any attempt to change radically the old, tried methods of elementary schools.

The first camp is wrong, however, in failing to recognize the values of newer ideals in education. It refuses to admit what has already been experimentally proved, that is, pupils in the more progressive public schools learn the fundamentals just as well as they ever did. The first camp also fails to recognize that the lives of the children in the more progressive schools are being enriched by music, art and health education, while their outlook on life is being broadened by new and happier ways of learning and by more stimulating and immediately useful curricular materials. The acceptance in principle, if not always in practice, of the ideal of thinking as the intelligent approach to learning is one of the most significant advances in the history of education.

#### *Teachers Pathetically Eager for Help*

The second camp, namely that of the progressive schools and the college professors, also is right in certain particulars. There has been a serious lag in the acceptance by public elementary schools of the newer, better ideals of modern education. Too many public school teachers and executives have been hidebound in their outlook, and unforgivably tardy in adopting progressive school practices. There are many time servers among the teachers and executives in public elementary schools whose main interest in life is the pay check or the vacation. Many others have fossilized into a hopeless conservatism and keep the windows of their minds closed lest a little light enter or a cherished theory escape. But my experience with many public school teachers in various parts of the country has convinced me that such teachers are far in the minority. I find teachers as a group almost pathetically eager for constructive criticism and practical help. I believe that as a whole they are progressively

mindful and anxious to learn newer and better ways of teaching.

That this is not a mere personal opinion on my part is attested by the enormous growth in the enrollment of summer schools for teachers and by the large numbers of experienced normal school graduates who seek the further training that leads to the bachelor's or a higher degree.

Inherent in these facts lies the first criticism of the progressive camp. If there is a great lag between the ideals of the college professor and the status of the public school, whose fault is it? The college professors have had in their classes many of the leaders in the public schools and also a vast number of the teachers. Why have not the professors done a better job of teaching so that the public schools could close up the gap between theory and practice?

#### *Professors Too Remote From Schools*

The college professor's answer to this question is likely to be that the students listen to him but will not put his theories into practice—in other words, they will not learn. Such an excuse, however, would not be acceptable from an elementary school teacher; and why should it be acceptable from a college professor? If a teacher gave such an excuse to a supervisor, the supervisor would most likely examine the methods and subject matter used by the teacher in her classroom.

If the same thing were done in the case of the college professor, it is quite likely that some unpalatable facts would be discovered. Many professors of educational philosophy, psychology, sociology and even of elementary education are almost as remote from the experiences and problems of the average elementary school teacher or executive as they would be if they lived in another world. Many of them have not entered a public school classroom for a decade; others have not visited a dozen classrooms in a dozen cities in as many years. Immured in the cloistered seclusion of their academic walls they dream of what ought to be in public schools and offer these stones of armchair theory to students who really want a true analysis of their problems and practical help in solving them. Educational Ladies of Shalott, these professors dwell in an academic castle apart from the hurly-burly of actual school life, and view its events in the restricted and distorted mirrors of their own fancy.

Is it any wonder, then, that the most frequent criticism of the instruction of many college teachers of education is that it is of no real help in the work of the practical teacher or supervisor? How could it be? The professor knows little about it.

In a recent criticism of American education the



author says: "Much of the subject matter taught to children is 'inert' because it is as unrelated to American life as the practices of the Grand Lama." With equal truth one can paraphrase this statement and say, "Much of the subject matter in college courses in education is inert because it is as unrelated to real school life as the practices of the Grand Lama."

A recent issue of *School and Society* contains an interesting review of a book by C. R. McRae of Australia, which discusses American education. According to the review, McRae states that in

the future. But two considerations deserve attention on this point.

First, I do not believe that a reasonable acquaintance with public school conditions and a moderate amount of school visiting would seriously cloud the philosopher's vision. John Dewey, probably the greatest philosopher of our time, dreamed many of his educational dreams in close contact with a large family of his own children and a still larger family of children in his experimental school.

The second consideration in this matter is the fact that along with overproduction in many other



*A socialized study group in the Lincoln Consolidated School, Ypsilanti, Mich.*

America the educational philosophers have disported themselves "with an exuberance untempered by any scientific conscience, and, I think, with little consideration for the desires of the parents or the practical problems of the teacher. Obligated neither to teach children nor to satisfy parents, the philosopher is in a state of delightful freedom. Having to do some teaching is, the world over, a harsh check on the theorist, and in America, facing and satisfying parents is quite a serious matter."

One answer to the foregoing criticisms is that the college professor should be thinking years ahead of his time. In his theories of the ideal direction of educational thought and practice he should not be too greatly hampered by present conditions, for fear that his vision of the ideal may be dimmed or distorted. I believe this is true to a considerable extent of the philosopher in education. He must be a seer of unclouded vision of new days far in

lines there has been a heavy overproduction of educational seers and prophets. Being an educational seer with radical opinions and a longing to overturn the educational world is a highly profitable vocation, both from the standpoint of reputation and financial returns. Radical statements of opinion in college classrooms or from the lecture platform have news value and stamp the speaker as a frontier thinker, whereas it is never considered spectacular to give teachers practical help in their daily problems.

This current urge among so many college professors to be seers is understandable, therefore, but none the less unfortunate. It seems hardly fair that the college professor of education whose aim should be to help the public schools in this difficult period should so frequently be engaged in molding verbal bullets to put into the guns of lay critics of the schools. To be sure the professor gets a

reputation as a radical frontier thinker, but the public schools suffer as a result.

Although the adherents of both camps of critics are in error, I believe that the professional camp must assume the greater onus of blame. It should supply the leaders to convert the layman to accept and welcome new methods in the schools. It has failed miserably to show the public what modern education stands for and why it is better than old-fashioned education.

#### *Do Private Progressive Schools Shirk Public Duty?*

The private progressive school group in the progressive camp is just as reprehensible in this matter of failing in its duty to the public schools as is the college professor. Catering to a wealthy class of patrons and establishing schools with small classes, highly paid teachers and large funds for materials and equipment, these schools have called themselves "experimental" and have defended themselves on that ground. But where will one find any basic, thoughtful attempt on their part to apply their findings to the work of the public school, thus making the contribution to public education that their specially privileged existence should make obligatory on them?

The time has come for plain speaking in this matter. The private progressive schools—some of which are connected with schools of education—must get out of their sanctified isolation and wrestle with the public school problem. The college professor of education must forget his pedagogic lingo and his transcendental hairsplitting and learn to talk about modern education in the kind of language the public understands. He must forget, too, his dreams of large fees for lecturing. He must get out into the highways and byways, talk to parent-teacher associations or other groups of citizens and explain to them the fundamentals of modern education.

Most important of all, the deplorable gulf that now exists between the college of education and the public school must be closed. Much progress is being made in this direction in many of the smaller state and municipal universities. But the development of the field of education has resulted in many teachers' colleges in a multiplication of courses about education and the abandonment of much real analysis of the teaching and learning problems of the public school.

Like those inhabitants of the little island of Laputa visited in his travels by Dean Swift's Gulliver, too many professors of education have taken refuge on an island, floating in the air and never touching the ground. We read that the inhabitants of Laputa received messages from the ground by means of pack-threads let down to earth

from their aerial home, but of actual contact with the earth they had none. It is also said of these islanders that "one of their eyes turned inward and the other directly up to the zenith."

Just how closer contact with the public school is to be brought about I would not presume to say in every case, but a great deal can be done to achieve this end. Perhaps we shall take a leaf from the book of the agricultural college and employ field agents and demonstration centers in various strategic places. Perhaps we need to appoint professors whose chief duty it will be to visit public schools, work with their teachers and officials and then act as liaison officers with the college in order to secure help from the college in solving the problems. The practical results of such studies could then be made available to students of education in college classes.

Of one thing I am sure and that is during the last twenty-five years the study of education has been headed away from real contact with schools, classrooms and children. I believe that unless this trend is reversed soon the teaching of education will degenerate into empty words "full of sound and fury, signifying nothing."

### Small City Schools Cost \$70.35 Per Pupil

The first study of small city school system finances completed recently by the U. S. Office of Education shows that with a decrease in 1932 of nearly \$34,000,000 in receipts for current expenses, and an increase of nearly 1,000,000 children in enrollment over the school year 1930, small city school systems face a major problem.

The small city school system is an important factor in the nation's educational structure. The pamphlet presents data to show that more than two-thirds of the school systems of the United States are in communities of less than 10,000.

Not only do small school systems educate 20 per cent of all city school children, but they accomplished this task in 1932 at an average expenditure of \$70.35 per pupil for total current expenses, whereas the average cost in the larger cities was \$104.17 per pupil.

Comparative data show that the "differences among the several geographical sections of the United States in expenditure per pupil in average daily attendance for various educational functions are marked." In the New England states the total current expenditure per pupil a year was \$94.79. This was more than twice the sum spent per pupil in the Southern states, where the average was \$40.56. More recent reports indicate that these averages will be lower in 1933.

Various items of expense for different geographical sections are shown in tabular form in the pamphlet. This makes it possible for officials of any small school system to learn how their own per pupil cost compares with the averages as given for other sections.

Lester B. Herlihy is the author of the pamphlet, which is entitled "Small City School Systems, 1930-32."



# Today's Needs and Trends in Pupil Personnel Service

By ARCH O. HECK

Associate Professor of Education, Ohio State University

THE need for pupil personnel services within the public schools has probably never been as great as it is at present. Children who formerly went to work at fourteen or sixteen years of age are finding industries closed to them. Society is saying that these young people should remain in school until they are sixteen or eighteen years of age and longer if it is possible and profitable.

Parents who once had work and were able to maintain a home adequately have been jobless anywhere from six months to four years. They have been forced to accept charity; they have become discouraged, and have fallen heir to all those attitudes that result from feelings of insecurity. Their children experience the same feelings.

## *Schools' Needs Are Greater Than Ever Before*

Never before in the history of American education have schools needed a personnel trained in child study as they do now. They need attendance officers who cease to be officers and who try to discover why children are not in school in order that causes for nonattendance may be removed. They need visiting teachers who do not teach but who try to discover what it is in the child's environment that causes him to be nonadjusted at school. Schools need the psychologist who will help to analyze the various and unique abilities of each child. They need the school physician and school nurse who will make possible an understanding of each child's physical abilities and disabilities. This is necessary if disabilities that cause nonattendance, school failure, dislike of attendance and failure to adjust properly are to be lessened or removed. Schools need the psychiatrist who can aid in the discovery of causes of misbehavior and thus help reduce truancy and delinquency. They also need the counselor who can aid youths in that big problem of deciding what course they are to follow in school and what vocation they shall enter later.

Schools have always known that children should be healthy, but only recently have they come to

*What has the depression done to pupil personnel services? The author finds that some cities have increased these services while a large number have reduced them. He maintains that this work is needed more today than ever before in the history of our schools and that there should be no further reductions contemplated*

realize the close relationship between physical well being and success in school.

Schools are also just beginning to realize the close relationship of the emotional life of the child to school achievement. Van Waters has helped to make clear this relationship in her "Youth in Conflict" and many other students are emphasizing the importance of this relationship. The child's emotional life is affected both by the home relationships and by his out-of-home and out-of-school relations.

All the foregoing factors have been accentuated to a high degree during the present depression. Parents have lost their jobs; they have seen their savings disappear; they have mortgaged to the limit homes that had been fully paid for; they have seen their homes sell under the hammer, and for the first time in their lives they have found themselves dependent upon charity. Schools that do not take account of emotional attitudes thus developed in school children can have no clear vision of their responsibility or of their opportunity.

Parents thus situated are not able to give needed physical care to their children. Proper food is not had; dental care is not provided; sight and hearing are neglected, and the needed after care in the case of children's diseases is ignored. It may be argued that these are not school functions but are relief functions. Regardless of the logic of the argument, these are children who need physical care, and the work done in school is affected by lack of it.

The depression has thrown out of employment boys and girls from fourteen to eighteen years of

age who formerly worked. Present school laws in some states require that these children, if not working, attend school until sixteen and in other states until eighteen years of age. The NRA codes forbid the labor of children in all states until they are at least sixteen years of age.

Obviously these regulations are not designed to force children into idleness. Work would clearly be more beneficial to them than loafing on the street corners and contacting undesirable idle or even criminal adults. It would seem rather clear then that these regulations are placing upon the public schools a responsibility for keeping these children profitably occupied.

If this reasoning is correct, the public schools are going to face a demand for carrying many more than the present 26 per cent of the schools' population through twelve years of instruction. That schools are already facing this problem is evidenced by the fact that junior and senior high school enrollments are increasing much more rapidly than the elementary enrollments. This indicates that more youths are remaining for these additional years of schooling. This new demand increases the problem of adjusting schools to the needs of pupils. Such adjustment requires knowledge concerning the academic, mechanical, social and physical abilities of each pupil; it requires a definite knowledge of vocations that can be made available to pupils. Regular teachers are not technically trained nor do they have the time to perform these tasks. Increasingly more school counselors, school psychologists, visiting teachers, school psychiatrists and expertly trained attendance officers are needed if these tasks are to be performed.

#### *Present Trends in City Schools*

These needs for pupil personnel services become a serious problem only in the light of the present trends in pupil personnel service. A study completed recently shows the extent to which city systems have increased or decreased such services during the two-year period from September 1, 1930, to September 1, 1932. The object of the study was to discover whether these services were being affected during the depression.

The following brief note describing the purpose of the study was sent to all city school superintendents of the United States for cities of 100,000 population or more:

"During the past two years school systems generally have been forced to make material reductions in expenditures of all kinds. These reductions have been made either by reducing salaries, reducing services rendered, or both. We want to discover if possible what effect this situation has had upon those services represented by attendance depart-

ments, school census bureaus, child clinics and visiting teachers service as shown by a change in amount of personnel."

The letter then listed the following officials: director of attendance, director of visiting teachers, director of children's clinic, director of census, attendance officers, visiting teachers, census clerks, school physicians, school nurses, psychologists, psychiatrists, clerks in attendance office, clerks in child clinic and stenographers in attendance office. Reports were received from 75 of the 93 cities having a population of 100,000 or more.

#### *Largest Decreases in Chicago and Cleveland*

The study showed that pupil personnel services had been reduced 3.4 per cent during the two-year period. Of the seventy-five cities reporting, twenty cities, or 26.7 per cent, had increased these services; eighteen cities, or 24 per cent, had made no change, and thirty-seven cities, or 49.3 per cent, had decreased such services.

The increases for the twenty cities averaged 2.4 staff members when expressed as a median, and the median loss for the thirty-seven cities was 3.8 staff members. The decreases ranged from a part-time individual to the dropping of 31 persons, and the increases ranged from a part-time person to the addition of 36 staff members. Three cities made increases in their staffs ranging from 13 to 36 members, and eight cities had decreases ranging from 13½ to 31 staff members.

The largest decreases were reported by Chicago and Cleveland. Each of these cities reported the dropping of 31 persons. Chicago dropped 25 attendance officers, 5 psychologists and a director of visiting teachers. No report was made on health services because this work is under the board of health. Cleveland dropped 3 attendance officers, 3 visiting teachers, 9 clerks in these offices, fourteen dentists, four hygienists, a matron and a psychologist, and added a school physician and three school nurses, making a net loss of 31 persons.

Other cities dropping more than eight persons were Los Angeles, 25.3; Louisville, Ky., 23; Houston, Tex., 17⅞; Syracuse, N. Y., 14; Philadelphia, 14, and Rochester, N. Y., 13½. Of the remaining twenty-nine cities which reduced their staffs, fifteen cities dropped 2 persons or less; five cities dropped only 3 persons and five other cities dropped from 3½ to 5 persons; three cities dropped 6 persons each, and one city dropped 8 staff members.

New York City, on the other hand, reported an increase of 36 staff members. These included 10 attendance officers, 2 psychologists, 2 psychiatrists, 8 case workers, a director of the bureau of child guidance, and thirteen clerks for the attendance department and the guidance bureau. Portland,



Ore., reported 20 members added to the clerical staff. St. Louis added 4 school physicians and 9 school nurses, but made no other changes. St. Paul, Minn., added a physician on half time and 7 school nurses. Jersey City, N. J., added 5 visiting teachers, a director of visiting teachers and a psychologist. Worcester Mass., added a school physician and 5 nurses. Somerville, Mass., took on 2 two new school nurses and added 3 members to its dental clinics. San Antonio, Tex., added a director of attendance, a director of census, a school nurse and a stenographer in the attendance office.

The remaining 12 cities that increased their staffs made additions that ranged from a part-time person to two full-time members. One of these cities dropped 4 attendance officers, but added 6 visiting teachers. Another city dropped an attendance officer and added 3 school nurses. One city added 2 attendance officers, and another added 2 visitors in the social service department. Still another city dropped  $1\frac{1}{2}$  clerks and added 2 nurses and a dentist. One city added a school physician and a school nurse, while one other city added a visiting teacher. The remaining five cities had only fractional increases or gains of one member.

Baltimore, Springfield, Mass., and Milwaukee were among the larger cities that neither increased nor decreased their pupil personnel service staffs.

The remaining fifteen cities were among the smaller of the group studied.

There were twenty-one kinds of services affected by the changes in staff reported by the seventy-five cities. The bulk of these changes affected five positions—attendance officers, visiting teachers, school nurses, school physicians and clerks.

#### *New York Added Ten Attendance Officers*

On September 1, 1930, there were  $1,113\frac{1}{2}$  positions for attendance officers. Two years later  $61\frac{1}{2}$  of these positions had been dropped and  $13\frac{1}{2}$  had been added, making a net loss of 48 positions or a percentage loss of 4.3. This is slightly greater than the losses reported for all services.

Four cities reported gains in attendance officers. New York City added 10 of the  $13\frac{1}{2}$ , and the remainder were divided among three cities. Twenty-three cities reported decreases among attendance officers. Chicago accounted for 25 of the  $61\frac{1}{2}$  officers lost; twelve cities lost a single officer, one lost  $1\frac{1}{2}$  officers, 5 cities lost 2, three lost 3 each, while the remaining city lost 4 attendance officers.

On September 1, 1930, there were  $206\frac{9}{20}$  visiting teacher positions in the cities studied. By September 1, 1932,  $26\frac{1}{5}$  visiting teacher positions had been dropped and  $16\frac{1}{5}$  had been added, leaving a net loss of  $10\frac{1}{20}$  or a percentage loss of 4.9. The loss was largely accounted for by the reduc-

tion of 10 visiting teachers at Louisville, Ky. Ten other cities had losses ranging from  $\frac{1}{2}$  to 4 visiting teachers, and five cities dropped one each.

Five cities added visiting teachers. One city added a single teacher, one city added 2 teachers, one added  $2\frac{1}{5}$  teachers, one added 5 teachers, and the other added 6 visiting teachers. Several positions were added that had not been maintained in 1930. These included 3 directors of census, 8 case workers, a director of a child guidance clinic and 2 visitors in the social service department.

Despite the addition of  $35\frac{2}{3}$  school nurses, this department had a net loss of  $37\frac{5}{6}$  staff members. School physicians had a net loss of  $5\frac{3}{8}$  members, and clerical services gained  $12\frac{1}{6}$  members.

#### *Reductions Create Serious Situation*

The loss of 3.4 per cent in staff members who are responsible for pupil personnel services would not be so serious if these services had been adequately manned at the start and if the needs had remained constant. When, however, in the face of greatly increasing needs, the staff is reduced instead of increased the situation is serious. In order to serve pupils effectively, schools need large increases in the staffs of attendance officers, visiting teachers, school nurses, school counselors and psychologists.

It is significant that a few cities have seen the need for increases in the staffs that deal with these services and have actually increased their personnel. If such a policy is possible in some of the larger cities it is perhaps reasonable to suggest that other cities might adopt similar policies. It would be interesting to know to what extent these increased services are correlated with an excellent publicity program that makes the public constantly aware of the increase in pupil personnel problems.

Many cities that dropped attendance officers added persons of the visiting teacher and school nurse type who are responsible for improving the child's out of school environment, as well as his health. The present day emphasis upon determining causes of maladjustment as a means of eradicating the maladjustment would indicate the necessity for these changes in personnel.

It is to be hoped that in any future reductions of the staff school administrators will not cut those departments whose function it is to reduce maladjustments among children. We must frankly face the fact that the whole school program, for which millions are spent, is futile unless we understand each pupil and are thus able to make adjustments to meet his individual needs. The amount of the entire school budget needed for these services is small. The effect of such services may mean the difference between the failure and the success of the whole educational program.

## What Others Have to Say . . . about federal subsidies

DEAN LESTER B. ROGERS,  
University of Southern  
California:

Federal aid is desirable and necessary now if it is so administered as not to deprive the local community of the feeling of responsibility; it might possibly be administered with guiding suggestions rather than by legal prescriptions. There should be, first, a general per capita distribution in order that all may share in government funds, and, second, federal aid to equalize educational opportunity.

The type of school depends on the type of leadership rather than on the source of revenue. State and local communities must not be deprived of the feeling of responsibility in cooperating in and directing school affairs. Uniformity and standardization most certainly are not desirable. They have thwarted educational progress. California, one of the more favorable states from the standpoint of educational support, can support an adequate program.

PROF. C. O. DAVIS,  
University of Michigan:

Because other nations organize and administer their school systems differently from the way schools are administered in the United States is in itself, of course, no valid reason why our country should change its procedures. Nevertheless it would be silly to think that America cannot learn much and profit greatly from the experiences of other lands.

Not one highly civilized people the world over today leaves the control and support of public education so completely in the hands of the subunits of the nation as does America. On the contrary, every progressive nation definitely and specifically delegates to the central government not only the responsibility for establishing most of the general principles respecting curriculum matters and their objectives, but likewise leaves to these national authorities the task of raising and distributing the greater portion of the money necessary to carry on public education.

I favor these practices for America. It may once have been expedient to leave most of the responsibility for

public education with local governmental units. That time has now passed. Indeed, from very early days many of our leaders were in favor of delegating large powers in this matter to the nation. The Ordinance of 1787 expressly states that "schools and the means of education shall forever be encouraged." Immediately after this date the central government began the policy of aiding in the support of schools. Recently, except in respect to vocational education, this policy has largely been abandoned. It is time to reestablish it.

If a minister of education were appointed and given ample powers to regulate schools in a broad way, and if federal monies were made available to help finance the public educational system in a generous manner, America, it seems probable, would soon emerge from the economic and social morass in which it finds itself today. With a new social order established prosperity, progress and contentment might well be anticipated.

By all means let us now turn back to the standards of our early leaders and insist that "schools and the means of education shall forever be encouraged"—not passively but actively and concretely by the federal government.

A. D. SIMPSON,  
Assistant Commissioner for Finance,  
University of the  
State of New York:

In many of our American states the support of public education has seriously broken down during the last two or three years. The causes of this breakdown are undoubtedly to be found in depression factors. While there is a great need for many of our states to revamp their systems of public school support and their taxation programs, the seriousness of the present situation indicates the desirability of material federal assistance for schools.

In view of the nature of the present collapse of school support, it seems that whatever program of federal assistance is adopted its immediate formulation should be along the lines of, first, relief and, second, rehabilitation of local and state school support.

Therefore, it is highly desirable that for the year 1933-34 federal funds be

made available for the aid of public education on the basis of relief even more extensively than is being done under existing agencies. Looking forward to the year 1934-35 and possibly 1935-36, it seems that federal funds should be provided for the aid of public schools not so much on the basis of relief as for the purpose of rehabilitating the financial support of education through state and local agencies.

Federal aid to education should not involve federal control of education and such assistance as is provided by the federal government for the purpose of relief and rehabilitation should leave the control of education to the several states and localities.

PROF. CHARLES SCOTT BERRY,  
Ohio State University:

I favor federal support and influence in public education. Such support could not be given without check and appraisal. Federal aid should be distributed according to need rather than on a per capita basis. I believe such aid is now necessary. If no conditions were attached to federal aid, it would probably tend to continue traditional school organization.

Federal aid alone cannot solve the problem faced by local school systems unless at the same time measures are taken to inform the people. The present system of education in the forty-eight states is, in my judgment, worth preserving only in modified form. Minimum educational requirements through federal aid should be set up in every state but experimentation in the various states on their educational levels seems highly desirable. I think uniformity and standardization under the widely varying conditions found in our states would not be desirable and is not a thing that should be attempted.

PRESIDENT FRANCIS B. HAAS,  
State Teachers College,  
Bloomsburg, Pa.:

I favor federal support of public education and do not believe that general subsidy can be made without check or appraisal. Federal aid cannot, however, solve the problems faced by local school systems that have neglected to keep the people informed and thus strongly behind the program. Federalization of public schools is not desirable to secure uniformity and standardization. Pennsylvania could finance a satisfactory program of education if some of the current state expenditures were reviewed and reevaluated.



# The Budget—An Important Tool in Administrative Control

By ALFRED D. SIMPSON

Assistant Commissioner for Finance, New York State Department

THERE are many adages or old aphorisms that have a distinct bearing upon the subject of budgeting and especially so if the budget is considered as an instrument of control. "Money makes the mare go" is one adage that suggests the lifelong importance of finance in either private or public enterprise. Another adage, "control follows the dollar" is sometimes altogether too true and it should lead educators to beware lest in applying the idea to school affairs they lose sight of educational purpose. It is said that Napoleon's armies traveled on their bellies, which suggests that school systems are often thought to travel on their budgets.

This last statement, while not altogether elegant, is straight to the point because it suggests the idea of instrumentality inherent in budgeting. Next to the curriculum the budget is probably the most important document in education, yet it is nevertheless only a means or an instrument. If, however, educators adhere closely to the idea of instrumentality, they may wisely raise the budget to the highest degree of significance as a means of forwarding the educational welfare of boys and girls through introducing orderliness to the financing of the process.

## *The Best Conception of the Budget*

Orderly financing cannot be had without planning. The best conception of the budget, therefore, will be found in considering it as a plan without which no enterprise can hope to succeed over an extended period. Years ago educators arrived at the importance of planning as applied to the curriculum and to the work of the teacher in the school. But just as planning is essential to the educational process so budgeting is essential to the orderly financing of education. The budget is the financial plan for the enterprise or function of education during a given period.

The budgetary process is the planning process. This suggests that it should be continuous. Budget-

*Budgeting should be looked upon as a process — not as the preparation of a single document. Rightly conceived, it is as much educational administration as it is business administration. The budgetary process is the planning process and it should be continuous*

ing is not one of those things that can be done up, so to speak, in a day or a week or a month. The budget is properly a constantly evolving document. The adoption of this concept of budgeting will do more than anything else to bring about an improvement in budgets. From time to time, to be sure, a given budget is made formal through the penciling or typing of set words and figures. But even this act is only the forerunner of a next step, which will lead in turn to a better execution of a similar deed at a later date. Along this line it may be helpful to think of budgeting in relation to the theory of limits. The perfect budget may be considered as a limit toward which the year by year budget as a variable always approaches, but like the mathematical variable it can never reach.

Another idea relative to the budget will bear recording by way of an initial consideration of the subject. It is very close to planning. One of the dominant elements in good planning is a consideration of relative values. This is an old term in education but still important as the *raison d'être* in budgeting. It is practically impossible to develop a good school budget without a careful consideration of relative values. Those of us who take education seriously and particularly from the viewpoint of the broader social purposes served by the school know how many worthwhile claims press for consideration. Not many of these claims can be honored every year by inclusion in the current finance program. There has to be a choosing and the only sane basis for choice is in terms of relative values. We must consider what educational values are greatest.

The budgetary process, thus conceived, reserves



a place for itself close to true educational administration. In this process it is highly important constantly to raise the question of relative values. As a given budget is drawn to a close, those relatively most important elements of education should be chosen for financing. Those less important elements will have to be dropped or deferred for further evaluation with a view to adoption at a later time when the school financial situation has improved.

*Relative Values Must Be Considered Carefully*

Probably never before have economic conditions made it so important to consider relative values in the budgeting process. In fact the greatest challenge in budgetary work today is to determine the relatively most vital educational elements to be included in a given year's financial plan. Too often the relative values of the many elements in the school program are not weighed when the budget is prepared. Too often when relative value has been consciously essayed only such measures as age, antiquity, tradition or external force have been considered. This tendency is illustrated by the tenacity with which the traditional college entrance requirements influence even the small secondary schools to hold to the older subjects of the curriculum. A broader consideration of relative values beyond that measured by age or antiquity would quite surely in such a time as the present produce a different budgetary result than has been common during the past few years.

Budgeting with a view to relative values not only produces better current practice but also has a tendency to bring about a desirable long term financial planning, which is growing in progressive school systems. Some of the better school budget documents, while clearly demarking a financial plan for one fiscal year, give definite indications of a budget program for a longer period of time. This long survey idea is particularly applicable to and valuable in capital outlay planning. It also rivets attention upon the consideration of the foreseen claims of educational needs which have to be deferred either because of financial exigencies or because they have not yet worked their way into the warp and woof of social purpose.

This tendency indicates that in the budgetary process of the future educators will be consciously concerned both with immediate and long term objectives. A growth in this practice will prove healthy for the schools and to this end it is important that the school administrator keep before his board of education and the citizens a long term budget as well as the current one. Such a procedure will not only produce better budgeting but will also cause the budget to serve as a fundamen-

tally sound publicity and leadership measure through the molding of a real social purpose with respect to the public school as a dynamic agent of society.

Therefore, when I speak of the budget as an instrument of administrative control I have in mind no narrow rôle for this important document. I look upon budgeting as a process rather than as the preparation of a single document, important as the latter may be. Budgeting, rightly conceived, is as much educational administration as it is business administration. In fact, the true nature of the budgetary process is the best proof of the inseparability of educational administration and business administration.

Thus far this article has been concerned with giving a certain prospective as a basis for the consideration of the more technical and detailed phases of budgeting as related to administrative control. I have emphasized the meanship or instrumentality idea of the budget, that budgeting is nothing more than good financial planning without which any enterprise will go upon the rocks, that the good budget is an ever evolving thing which should constantly approach though it may never reach perfection, that a consideration of relative values is essential to adequate planning in budgeting, and finally that in order to move budget-wise in these directions it will be found helpful to the school administrator to keep before his board and the general public a long term as well as a current budget.

It would seem, therefore, that the groundwork has been adequately laid for a more specific adventure into budgeting as a means of administrative control without danger of creating the impression that the control idea is dominant.

*Control Is a Means, Not an End*

Controls should not bind the educational process any more than financial processes in administration should dominate the educational considerations. In one sense, however, the very subject under discussion involves controls. It will help, therefore, to think of facilitating controls, or those designed to smooth and render orderly the administration of schools, as contrasted with impeding controls, or the kind that bind and warp the administration of the educational function. If it should ever come to pass that "control follows the dollar," it should only be in the former sense; in other words, that of a control and an orderliness of planned procedure which facilitate the progress of schools. Control is essential to good stewardship but it should be considered as a means, not as an end. In this sense controls are positive in value, dynamic not static. In this sense, then, the budget is an instru-

ment of administrative control. To be squeamish about such control will only be harmful to public education.

With the way thus paved let us consider some of the more important instrumentalities of the budget in administrative control.

One of the first considerations in this connection should be directed toward the budget as a basis for the appropriating act. The authoritative act of appropriation constitutes what would seem to be not the end but the apex of the budgetary process. The long stage of preparatory procedure has been completed by the superintendent and his staff. The budget has been carefully reviewed and analyzed by the board. Possibly revisions have been made. Publicity has been given to the budget proposal. Hearings or public meetings may have been held for the purpose of assuring an adequate and sympathetic popular understanding, and a budget report has been published. These are all important stages but there comes a time when for a given fiscal year authoritative action has to be taken. Such action should culminate in an appropriation for the support of the schools.

#### *Significance of the Appropriating Act*

This action will be taken by the board of education, the school district, some general municipal authority or perhaps the town or municipality itself, depending on the nature of the governmental framework applying to the schools. In case the final authority does not rest with the board of education, that body will, to be sure, formally adopt the budget and recommend its adoption by the authoritative agency, which in turn has to take what may be known as the appropriating act.

The significance of the appropriating act is most clearly illustrated by the appropriation bills passed by state legislatures and the federal congress. In New York, for example, where the executive budget is widely used, the appropriation is clearly the culminating step in the budgetary process. The preparation of departmental and institutional budget requests is a long and arduous task. These requests are considered carefully, the executive budget is presented to the legislature and revisions are often made, but the crucial act is that of appropriation. Without this act there is no authority to spend in the state and this act limits such authority most definitely.

The appropriation is clear-cut; its wording is interpreted closely. Appropriation intent is sometimes questioned by the state comptroller to the extent that references are made to the original requests or certificates of legislative intent are secured from committee chairmen. Appropriations differ in form and detail, particularly in detail.

In New York the so-called line-item appropriation prevails. In other states greater reliance is often placed upon the lump sum appropriation, sometimes with more or less limitation through varied techniques of fiscal administration. The important point, however, is that a formal appropriation is made and that this appropriation is binding. The appropriation is the basis for a real administrative control.

Too often this is not the case in school districts and other local units. In some school districts one will not even find a budget formally adopted or spread upon the minute books. In others, although this happily is not the rule, there is not even a budget but merely a tax is voted. In general, however, it has been found that the larger the school district the greater the formality and precision with which the budget is handled.

De Young in his excellent study, "Budgetary Practices in Public School Administration" discloses some interesting facts in this connection.<sup>1</sup> He indicates that in 551 out of 808 school systems throughout the country the officials stated that the adoption of the budget was virtually an authorization to expend. "Sometimes," he says, "an appropriation bill is passed, which is the translation of the budget into the legal form and terminology necessary for enactment." The assumption may be drawn from De Young's study that in two-thirds of these 808 schools systems there is little distinction in the minds of school officials between the adoption of the budget and authorization to expend.

#### *Appropriating Practices Are Improving*

General acquaintance with budgetary practices leads me to believe that too little importance is attached to formal appropriating or spending authorizations, particularly in the smaller school districts. Greater formality is more commonly observed in the larger districts. In general, appropriating practices seem to be improving, probably as a result of the growth of financial consciousness on the part of the public. It is important that stricter attention be paid to the formal act of appropriation.

In fiscally independent school districts it is advisable for the board formally to record the adoption of the budget and to spread such a vote as well as the budget document itself on the minutes. If the authority rests with the board to make the appropriating act this should be done separately and the enactment recorded. The same degree of formality should be followed if the appropriation is made by a district meeting.

<sup>1</sup>Northwestern University Contributions to Education. School of Education Series No. 8, 1932.



In fiscally dependent school systems definiteness of action should characterize the board's consideration and recommendation of the budget, and the final authorizing body should specifically pass an enactment of the appropriation. Definite action in the nature of an appropriation establishes authority to expend without question. It clarifies administrative responsibility and introduces a desirable degree of certainty and orderliness into school management.

#### *Two Exceptions to Lump Sum Rule*

While the appropriating act is an important and culminating state in the budgetary process, it does not follow that such enactment should be detailed and itemized. If final authority for appropriation rests with some general governmental agency instead of the board of education, the appropriating act should be of the lump sum type leaving the detailed distribution to the educational control body. Otherwise a general and nonresponsible body tends to be substituted for the responsible board of education in the control of education.

This lump sum rule should also be applied, subject to a few changes, if the school district meeting is the appropriating authority. The first exception is in the differentiation of expenditures among the so-called current expenses, debt service and capital outlay. Distinction in appropriation should also be made between capital outlay to be financed through the incurring of indebtedness and through current funds. It follows also that clear-cut authorization should be given by school districts covering the matter of incurring of bonded indebtedness.

The second exception lies in the nature of the school law. School law in some states requires definite action of the school district or appropriating body for authority to make expenditures of certain types. For example in New York the general education law requires a vote of the school district to make expenditures for the transportation of pupils. Aside from these exceptions no good purpose is served by detailing appropriations into fine classifications through action of the district meeting or by a general municipal authority.

If the board of education constitutes the responsible body for appropriation as well as for administrative control it is important to adopt what may be referred to as an operating budget. The adoption of an operating budget is also important if a lump sum appropriation has been given to the board by a nonadministrative agency. The board of education is responsible for the control of schools. If the board is also responsible for fiscal administration it is important that it have an organized device for exercising this responsibility.

To this end it is desirable that an operating budget be set-up providing for a distribution of the appropriation among the several items of expenditure. The standard accounting classification in common use in school systems may well be employed in the arrangement of the operating budget.

Lest it may seem that by reference to an operating budget needless confusion is introduced, it should be made clear that the original budget proposal in summary form and the operating budget would be one and the same if the former had undergone no change. But changes are often made in the original budget proposal, either by the board or by other bodies. If the board is the final authority, the adopted budget in its summary and classified form becomes the operating budget. This is also true if an outside body makes the appropriation, provided there has been no modification of the budget proposal.

If, however, the final appropriation differs from the amount proposed in the budget, an operating budget must be adopted as a basis for administrative control. It is not unusual to find cases in which such adjustments have not been made. When the operating budget is finally determined it too should be spread on the minutes of the board and the items therein transferred to the books for opening the appropriation accounts. Thereafter the operating budget becomes the basis for accounting as well as administrative control. And herein is perhaps the chief usefulness of the budget as an instrument of administrative control.

#### *The Real Purpose of the Budget*

Accounting and budgeting are inseparable. To be sure, accounting would have its value without a budget. All expenditures would be accounted for. The accounts would provide the basis for unit cost studies and for the preparation of local and state reports. These would have important administrative values. But without tying together the accounting system and the operating budget, based as it should be upon an appropriating act, there is absolutely no means of assuring efficient administrative control in terms of determined financial policy.

The purpose of the budget is to ensure financial planning for the enterprise. The interlocking of budget items and accounts makes possible the working of the plan. It is essential, therefore, that expenditure entries be recorded in the accounts in exact relation to approved budget items. It is equally important that each operating budget item serve as an actual control over expenditure in its classification, subject only to such budgetary revision as may be made from time to time and for which there should be ample provision.

# Damning With High Praise—

## Or Why Testimonial Letters Fail as Employment Guides

**I**F I were a painter and wished to execute a portrait entitled "Doubt" I should paint the picture of an old and seasoned school superintendent looking at a batch of credentials sent to him by a college placement bureau. If anyone wants to see suspicion in a human face let him observe an employer reading testimonials written in behalf of candidates for positions.

Most of these letters leave unsaid those things which ought to be said and say those things which ought not to be said. There is no good in them. There is enough truth in such an observation to give pause to college executives in charge of what is called "placement."

Every year many thousands of teachers and school administrators obtain positions on the basis of testimony conveyed by letter or by word of mouth. Much of this testimony, according to experienced employers, is open to question—and especially that which appears in testimonials sent out by placement bureaus.

### *One Placement Executive's Experience*

While employers themselves must take a good share of blame for the writing and circulation of such letters, the major responsibility rests upon the colleges. No doubt it grows out of an eagerness on the part of college administrations to serve the graduates and alumni. It may result, in some instances, from the notion that its prestige lies in the number of placements a college makes. Some hint of the lack of a professional attitude toward placement is to be had at conventions or other gatherings at which faculty members and administrators of teachers' colleges meet. There one frequently hears the questions: "How many of your graduates did you place last year?" "How many do you expect to place this year?" There is



*First impressions of the candidate are important.*

By CLYDE R. MILLER

Director, Bureau of Educational Service, Teachers College, Columbia University

a suggestion in such questions of success being measured by number of placements rather than by achievements of graduates in teaching and administrative posts.

It seems not unlikely, in view of this emphasis upon quantity and numbers, that many appointment offices have yielded to the temptation of doing all they can to "sell" their registrants to employers. In the process of selling it is only natural that highly favorable pictures of all candidates are presented. This may account for the kind of testimonials or letters of reference sent out by college placement offices.

Recently a placement executive who had been thinking about the unsatisfactory nature of most letters of reference told me this story:

"I made a list," he said, "of a limited number of candidates. They fell into three divisions. The A division was composed of persons unquestionably superior. They had very high I. Q.'s, good person-



alities, excellent cultural background, splendid professional training and highly successful experience. They were, in short, those individuals who would make their mark in any group or any community. They would be adjudged highly superior by anyone having contact with them. There was no doubt about them at all.

"At the other end of the scale was another group comprised of individuals who would be unanimously chosen as definitely below the average in ability, personality and achievement. Many of them, indeed, had a great deal of training and some had Ph.D. degrees. I called this my C group.

#### *Testimonials Polite and Inoffensive*

"Between this and the superior group was another—a B group—made up mostly of men and women who on first sight were not superior. Some of them might be superior in some ways but it would take time, perhaps, to discover it. Some members of the B group looked better than they actually were.

"In making up these groups I went on the basis of college grades, intelligence tests and confidential estimates given me by faculty members. Everyone admitted that the registrants in the A group were splendid in every respect; that they were personally attractive, cultivated ladies and gentlemen. They had initiative, insight and wisdom. They belonged to that small percentage of persons whom everyone would acknowledge as superior. Those in the C group were comprised of those individuals who, when you see them, make you wonder how they ever got by a college admissions officer. The in-between group, as I have said, was comprised of persons who might be pretty good or pretty poor, but who were mainly average.

"When I had these groups segregated I studied the testimonials written about the various individuals. It is a lamentable fact, but true, that in most cases it was impossible to distinguish when reading a testimonial whether it was written about a brilliant person or a stupid person or about someone with average ability. Nearly all the testimonials were the same—nice, polite, vague, inoffensive, general. Only in the case of superior persons were specific achievements mentioned. In most cases emphasis was placed on abstract qualities such as character, loyalty, honesty, sincerity. Also, emphasis was placed on training. Mediocre persons can have just as much training and be quite as sincere as competent people and still be mediocre."

The testimonials studied in the experiment described to me came not only from the faculty members of the institution in which the placement office was located but also from professors in various institutions in which these bureau registrants had

had work. They came also from employers whom these registrants had served. No doubt a similar experiment would reveal the same results in nearly every teacher training institution in the country. The indictment implied in the results of this study is not against teacher training institutions alone; it is against the entire profession.

By common consent, nearly everybody who writes testimonials refrains from telling unpleasant truths. This is especially true of ministers of the Gospel. Indeed, it is so markedly true of them that most employers in education shy away from ministerial testimonials. They just know the minister will think up all the good things he can say and omit anything unpleasant. That is why the average employer in education regards a letter from a minister as being almost as useless in helping him determine a candidate's qualifications as one of those utterly useless "To-Whom-It-May-Concern" letters.

We educators are bad enough in this respect. We can understand, however, why professors frequently are overenthusiastic about their own students. This grows out of a keen interest in their students and no teacher would be worth his salt without such an interest.

Less frequently does this element of interest in the welfare of another human being color the testimonial of an employer. Frequently enough, however, employers will write in terms of high praise of men and women whom they consider unfit to work in their own school systems.

#### *Loyalty Due Children Before Applicant*

In most of these cases no hypocrisy is involved. The employer probably is leaning backward to be fair. He says, in substance, to himself: "Well, I don't like this man. I am glad I'm getting rid of him—and I know he doesn't like me. But in this estimate of him that I am writing for other employers, I'll give him the benefit of a doubt. I won't say what I actually think about him. After all, I may be mistaken. But even if I am right, he may change and be an entirely different person. That has happened so often. No, I'll think of the nice things I can say and I'll leave unsaid the things that aren't nice."

That is what the average writer of testimonials thinks when he knows the candidate has not been successful. There is one observation to be made about this and it is the key to the whole testimonial situation:

While it is a Christian and humane thing to lean backward in order to be fair to an individual, we owe more than loyalty to an individual. We owe loyalty to the profession of teaching. When we are recommending for educational positions we owe

*Interviewing the candidate (right). A good personnel officer knows the official record of the candidate thoroughly before the interview begins.*



*The efficient superintendent (below) meets with the placement executive to study the credentials of all the various candidates.*



loyalty to children and to whole communities. What is needed is a drastic reform in the whole matter of writing testimonials about candidates for teaching, supervisory and administrative posts. I hardly expect that reform will come soon. Our habits are formed and they are all bound up with the social amenities.

Keen employers will continue to do what they have done in the past. They will look at letters of reference shrewdly. They will try to spot among the writers people whom they know personally and they will go to these people and say, "See here, give me the real facts on this candidate. What has he done? What can he do?"

If they have faith in a placement bureau they will go to a responsible executive in that bureau whom they know well and say, "I'm depending upon you

to get me the right kind of a man. The three or four fellows whose references you have sent look awfully good on paper. But I want to know what kind of people they are. How do they get along with others? How dependable are they? Can they really do this job?"

This, of course, puts the placement bureau executive "on the spot." Placement executives find such a position just as uncomfortable as most other persons do. It isn't a pleasant situation to be in. It's a situation, however, that placement bureau executives increasingly must be in, if educational standards are

to be advanced. While it is true that teachers' college admissions officers are making it more difficult for mediocre persons to enter their institutions, the fact remains that large numbers of such persons still continue to enter and continue to be graduated.

One of the most convincing proofs of the mediocrity in personality of students graduated from teacher training institutions, including even graduate schools, is the frequently repeated complaint on the part of both professors and employers that these men and women do not know how to dress in good taste; that they are awkward in their posture; that they lack graciousness in meeting people; that they lack initiative in making personal contacts, and in taking advantage of such contacts as are made for them.



Some professors, even in graduate schools, believe the placement bureau should give lessons in manners to individuals—tell them just exactly what to do to make the right sort of impression on an employer. Perhaps the placement bureau should do this. At any rate, many of them try to do it. One might think, however, that by the time a young person has been graduated from college he would know those elemental things which, after all, are the marks of an educated person.

Even persons of marked mental superiority can have inferior personality; they can be crude, uncouth and selfish. All-around superior persons are rare.

We might as well recognize that most of us do not have I. Q.'s of 150 or 160; most of us are not paragons of beauty and of grace; most of us are likely to have some of the shortcomings characteristic of the human race.

When we try to cover these shortcomings by nice testimonials mentioning only meaningless abstractions, we succeed only in making one candidate appear like any other. Many persons, sensing the unsatisfactory character of letters of reference, have tried to get what they call an objective picture of individuals through a rating scale. They attempt to rate people on the basis of personality, appearance, ability, health, energy and memory, civic responsibility, loyalty, devotion to duty and the like. Here, again, we run into general qualities that are quite without meaning unless accompanied by mention of specific achievements.

Rating scales are likely to be even worse than testimonials.

If we know who does the rating and under what circumstances, then the rating means something; otherwise it means nothing, or it may be quite deceptive.

Some employers seem to think that if they can get a student's grades they have something like objective rating. Anyone familiar with marking papers knows, of course, that grades are deceptive. Frequently students who achieve an A in their studies are unimaginative, meticulous drudges. Those who make a B or less may have the good sense to select from a course those things that they need and to waste no time on what they feel they do not need.

Rating of that intangible called "character" is

sure to require interpretation. Here is a rating that gives it:

"Miss X is a most competent young woman," writes a superintendent of schools, "but she will not be reemployed next year in our school system. While I have no proof, I have reason to believe she smokes cigarettes. I have doubts, therefore, about her character."

This letter was helpful because it tied up character with a specific act; it would not hurt the applicant in situations where a different attitude towards cigarette smoking prevailed.

With nearly a million teachers employed in America, it is obvious that the great majority cannot be highly superior persons. If the admission standards to teachers' colleges are raised—and there is general agreement that they should be—a large number of decidedly mediocre persons who now enter teaching will be automatically eliminated from the profession. This means that at worst any employer selecting teachers stands the

chance of getting some very poor ones; it means at best that for many of his teachers he must select persons not unusual in ability or personality.

In the great middle group of ordinary persons, however, there will be found many abilities and some adaptability. Most of us as individuals belong in this group. Most of us do not have, either as employers or as employees, exceedingly high I.Q.'s. Most of us are not blessed with unusual personal charm. Most of us will never set the world on fire by our achievements. This is true of employers and employees alike. But most of us, with adequate training and with some special abilities and aptitudes, can do certain things well. It is to this large middle group that the schools must turn for teachers. It is members of this group who comprise the majority of placement bureau registrants. Some are better than others. Some would fit in certain situations and fail in others. Nobody can predict with accuracy the certain success or failure of any registrant, but a placement bureau which tries to give clear, specific descriptions of registrants will make fewer mistakes in recommendations than one which is merely a clearing house for academic records and perfunctory testimonials.

A college placement office, in order to justify its existence, must observe five distinct obligations:

1. It must recognize that the real worth of the

*When everybody is praised, nobody is praised, and nearly every candidate for an administrative, supervisory or teaching position has been damned with high praise. Employers must share with placement bureaus the blame for this condition and shoulder the responsibility for reform*

institution of which it is a part can be measured only by what its graduates accomplish in the field.

2. It must recognize that these field achievements depend on the bureau's having a clear picture of the needs of employers and in naming candidates who are likely to succeed in meeting those needs.

3. It must place responsibility for recommendations on executives who are mature and wise enough to know human nature and how to deal with many types of human problems; who have had ample professional training and many years of actual experience in the field; who have, in addition to special ability in one field of education, an overview of all education and its relationships to the social and economic order.

4. It should attempt to obtain from employers specific knowledge of the work they want done and how they want it done. It should attempt to obtain from faculty members and from other sources pictures of candidates that show specifically what they have done and what they are likely to do.

5. In dealing with employers and with candidates it must be honest and forthright.

#### *All Testimony Must Be Specific*

It is humanly impossible ever to have a perfect understanding of the requirements of any employer or the abilities of any candidate. The best any placement bureau can hope for is an approximate knowledge of requirements and abilities at any given time. With this, perhaps, it may aspire to be 75 per cent correct in its recommendations. This is a high percentage; to achieve it a bureau must be constantly in contact with the many types of employers it is serving and with the hundreds or thousands of individual registrants it may be recommending. It must be getting honest pictures and giving out honest pictures. This means frankness and candor.

The professionally minded placement executive must know that it is infinitely better not only for education but for his own institution not to recommend a candidate who is likely to fail. This, however, involves no injustice to candidates. Quite the contrary. The man or woman who might fail in one position might conceivably be a great success in another.

It is easy in a placement bureau to have a confusion of loyalties and many poor placements grow out of this. Every placement executive is tempted to be loyal to his candidates. Quite often, however, a placement executive may know of other possible candidates—graduates of other institutions—who could render better service than any of his own registrants. In such cases he should recommend them. There is the temptation to be loyal to pro-

fessors and departments in the college, and to make recommendations wholly on the basis of professorial and departmental recommendations. No doubt in the vast majority of cases the bureau makes no mistake in following professorial advice; assuredly, it must be seeking this advice constantly. Its chief loyalty, however, cannot be to the candidate or to the professor or to the college; it must be rather to the employer and the community represented by the employer.

The placement bureau should compare, scrutinize and criticize all evidence presented by professors or former employers about candidates. It should be in constant consultation with the various departments and professors of the institution of which it is a part and with employers in the field. Moreover, it should know its registrants and help them to know themselves.

In all of this, little is to be accomplished by testimony given in general terms. All testimony, whether oral or written, ought to be specific. Testimonial writers, in and out of teachers' colleges, too long have been presenting highly general testimony about candidates for positions. The result has been that all candidates, good, medium and mediocre, appear about the same on paper. When everybody is praised, nobody is praised, and nearly every candidate has been damned with high praise. Employers must share with placement offices the blame for this condition and the responsibility for reform.

## Our Receding Cultural Frontiers

As another result of the depression, consider the contraction of our cultural frontiers.

In pleasing metaphor, James F. Abel develops this idea in the new government bulletin "The Effects of the Economic Depression on Education in Other Countries."

During the flush years preceding the collapse, writes Mr. Abel, much new acreage was brought under school cultivation. The freezing of commerce, beginning in 1929, either withdrew or weakened the support of many frontier communities and forced a change in the amount and direction of their cultural advances.

Among countries that had advancing cultural frontiers, Mr. Abel mentions the northern part of Africa, particularly in Morocco, Tripolitania and Cyrenaica; western and southern Asia in Palestine, Turkey, Iraq, Persia and India; central and eastern Asia in the Soviet Union and China; many outlying and mountainous districts of Latin America, and rapidly settling sections in Canada.

An investigator for the Carnegie Institution tells of social regression brought on by abandonment of river commerce along the Amazon, Orinoco and Rio. The Indians and Negroes there had lost much of their native culture and had come to depend on the white man's matches, soap, gunpowder, fish hooks and knives. Forced again to become self-sufficient, these peoples may be expected to evolve something entirely new in the way of native culture, a cross between tribal cultures and their life under the whites.



## Happy To Say —

**C**HAUNCEY DEPEW told the commercial class of New York University that the habitual writing down and checking off of tasks every day is a high pleasure of business life. Henry James noted that most things habitual, even saying "er" or stroking the nose or sucking a toothpick, become enjoyable to the doer. So be it. Make it a rule to praise something every day and you get double satisfaction: enjoyment of habit and elevation of spirit.

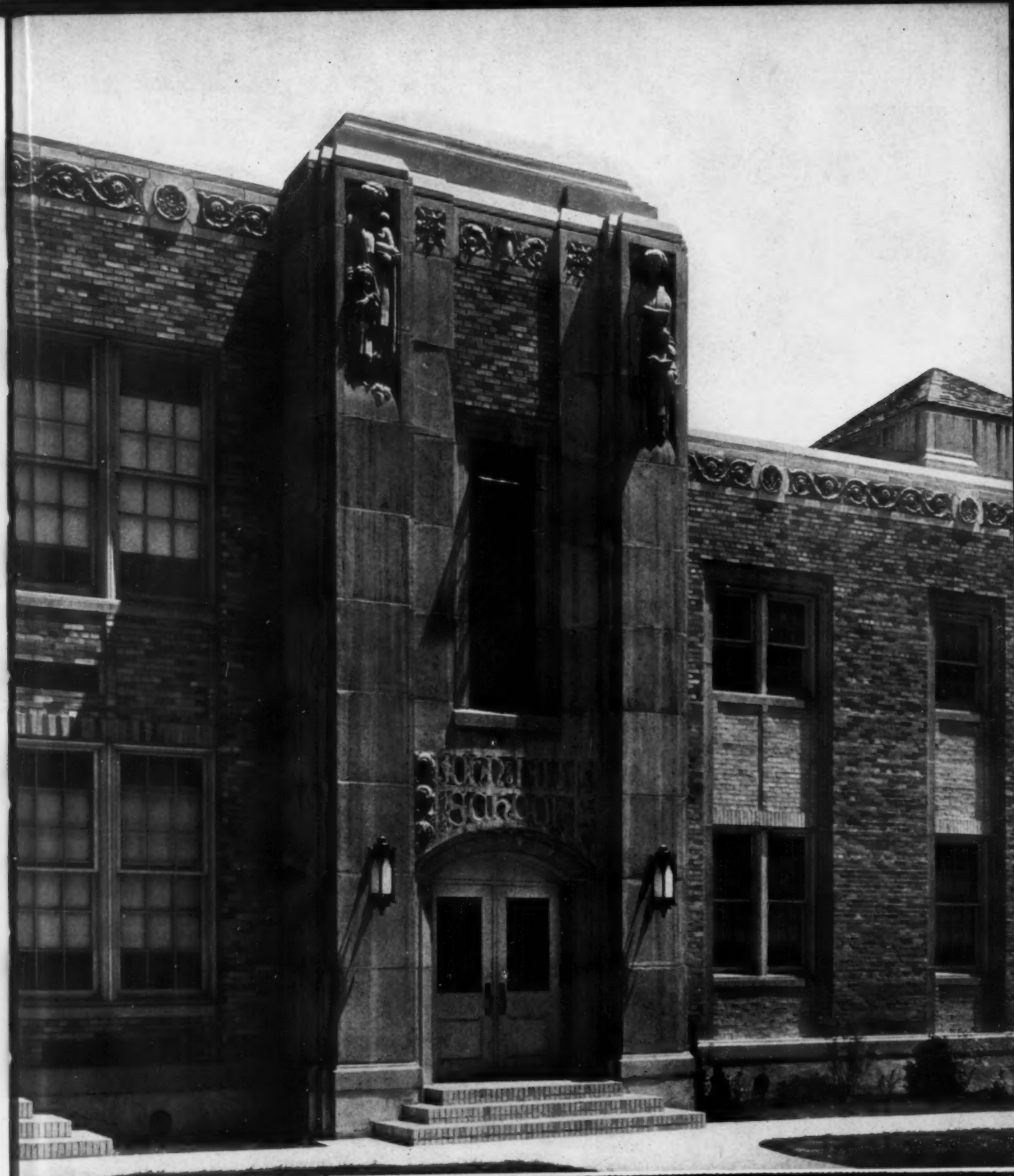
**M**Y FRIENDS who teach English composition all have a table of shorthand for errors. *Gr* means grammar is wrong; *P*, your punctuation is bad; *Sp*, you don't know how to spell; *W*, this is a bum word; and so on. It strikes me that spotting a paper with these signs of sin is one way to keep composition in its place as a tiresome task and a teacher of it as a sorehead. Why don't you assume a few joy-giving marks: *Gi*, good idea; *Ilt*, I like this; *Ttm*, this tickles me; *Ph D*, a dandy phrase; *D. D.*, darned delightful?

**O**UR dog, barking furiously, chases sparrows, robins and other birds. He knows he can't catch 'em. He prefers far away objectives. But like a well trained pup, he lets alone chickens, which he could easily attain. Seems to me the teaching of civics is often like that: barking at the tyranny of George III, the evils of Negro slavery and other far off abuses, while carefully avoiding the corruption and injustices of government in the school's own town.

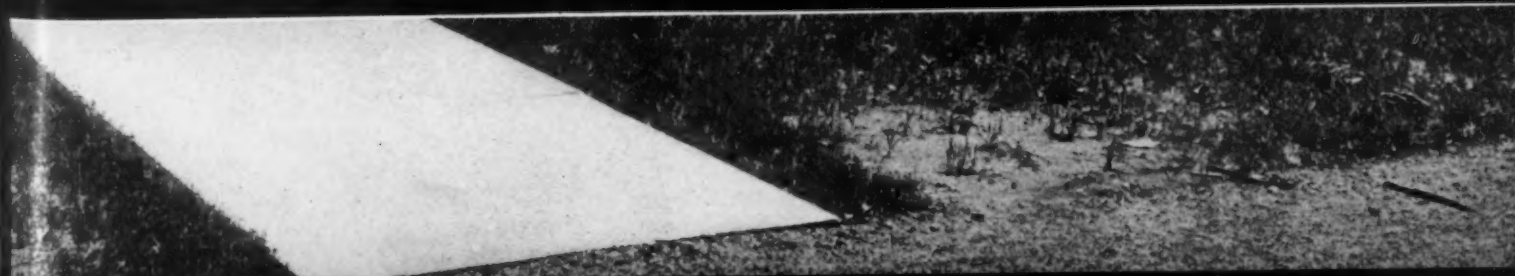
**O**NE of the oddest things in life is the attitude of inferiority shown by some superintendents and teachers in the presence of a member of a school board. If there was ever a justification, it has disappeared. It stands to reason that not one board member in a thousand knows as much about education or teaching or children as the ordinary teacher does. Our assumption that the things the board member does know are more important than education is silly. Education is equal to the most vital matters in the world. Who said so? Washington insisted that it is of primary importance because it enlightens public opinion, which gives force to government. Madison said it is a certain and a vital desideratum. Lincoln held that it is the most important of the affairs we, the people, are concerned with.

**W**HEN I have some youngsters earning pin-money by cutting and sorting marked passages in newspapers and magazines, the brightest workers lose the most time by stopping to read things that arouse their curiosity. It always seems to me that the routine of educators abounds with interesting diversions like this, and that the enjoyment of them is a legitimate perquisite. It makes life richer.

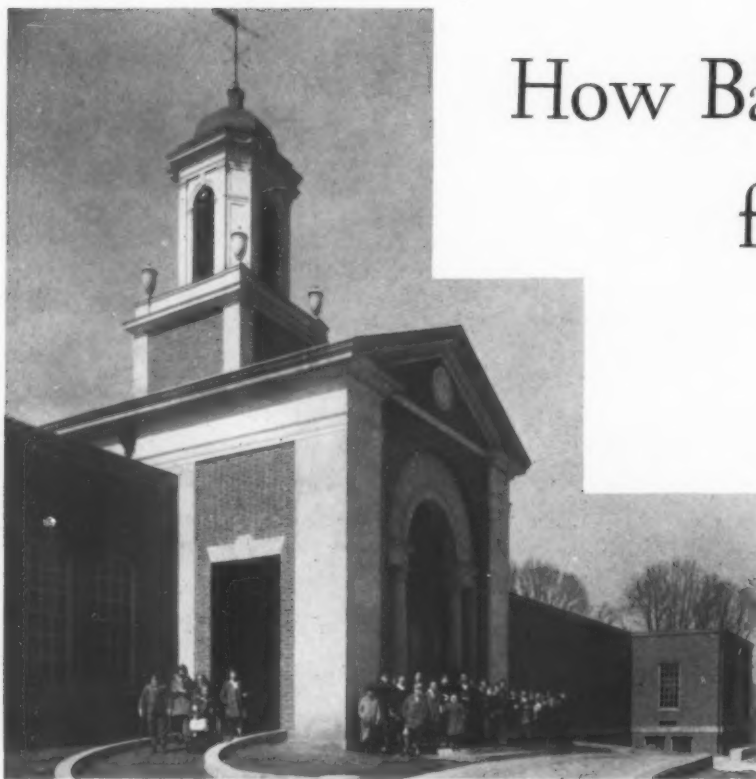
Wm McAndrew



# THE SCHOOL PLANT







# How Baltimore Provides for the Physically Handicapped

By

HARRY F. LATSHAW

Director of Special Education,  
Baltimore Public Schools

THE memory of a beloved physician who for many years served the children of his city, state and nation through orthopedic surgery, is perpetuated in the William S. Baer School, Baltimore. Service was the keynote of Doctor Baer's life and it is the keynote of the new building erected in his honor.

The voters of Baltimore in the fall of 1930 authorized a bond issue of \$1,500,000 for the erection of whatever buildings the school board deemed necessary for the adequate care of physically handicapped children. Under this authorization two new buildings have been erected, one for white and one for Negro children. These buildings, equivalent in material, workmanship and equipment, differ only in size. The school for white children has a capacity of 700 and that for Negroes has a capacity of 400.

## *Schools in Other Cities Studied*

This article is concerned with the William S. Baer School for white physically handicapped children, opened for occupancy in October, 1933. The school is situated in the northwestern portion of the city on a seven-acre site bounded by Warwick, Windsor and Wheeler Avenues. Preliminary planning for the school included (1) sending a delegation to visit typical schools for physically handicapped children in other cities, (2) making a survey of the physically handicapped children of Baltimore, and (3) making a program of the room and

space assignments of the building. The architects of the new school were Mackenzie and Cross of Baltimore.

David E. Weglein, superintendent of the Baltimore public schools, advocated sending a delegation to visit typical schools for physically handicapped children in other cities. A party composed of the supervising engineer of the city, the architects, the mechanical engineers and the director of special education visited schools of this type in Cincinnati, Cleveland, Detroit and Chicago. The group gained a definite idea of current practice in the construction of buildings for physically handicapped children.

R. W. Yardley, assistant architect for the Chicago Board of Education, who is a pioneer worker and an authority in the field of planning schools for crippled children, was of particular help. Mr. Yardley's Christopher School in Chicago has been used as a model for one-story schools for crippled children throughout the country. The delegation found the Oakman School in Detroit an improved edition of the Christopher School, and tentatively adopted it as a pattern for the two new Baltimore schools. Ernest O. Fox of the department of buildings and grounds of the Detroit public schools was most helpful in making available information concerning the Oakman School.

The survey of white physically handicapped children in Baltimore showed a present need for a structure accommodating approximately 300 chil-

dren, with ultimate need for a capacity of 700. Class size was standardized at twenty-five children per teacher. The number of physically handicapped children does not increase in proportion to the natural increase of population. This statement is true under normal conditions but not, of course, under epidemic conditions such as a citywide spread of infantile paralysis.

The program of the room and space assignments depends upon the number of children and the functions the rooms are to serve. These functions depend upon the policies and educational philosophy of the school board. The Baltimore school board supports a democratic philosophy of education aimed to secure individual development through social efficiency. The aim might be summarized more technically as individual development through thoughtful group activity in important living situations selected to represent genuine community needs. In order that this aim might function effectively, many activity rooms in addition to the ordinary classrooms were provided in the plan for the new school. Many of the more admirable features of the building, which adapt it with nicety to the needs of crippled children, were suggested by Dr. John Ruhrah, a member of the school board.

The room program submitted to the architects is shown in the table on page 50. All rooms

for crippled children are on the main floor. The topography of the land on the Windsor Avenue side of the building was such as to permit a lower floor on this side. The rooms italicized in the table on page 50 are on the lower level. Classes for deaf and hard of hearing children are held on the lower floor.

The various classrooms were arranged so as to involve the smallest amount of movement. This is especially important in dealing with crippled children. The planning resulted in a hollow rectangle type of building with activity rooms at the middle of each side of the rectangle and at the corners. The physiotherapy unit is on the same side of the building as the elementary classes for crippled children. The corridors were made extra wide to allow space for wheel chairs and crutches, and also to provide additional play space on rainy days. The building has a flat roof and skylights are used generously in the corridors.

The typical classroom has a lavatory since crippled children have frequent need of being freshened up. For the teacher there is built-in equipment consisting of a bookcase, a display case and two supply cabinets. There are six ceiling lights in each classroom. Furniture in the primary rooms is of the movable unit table and chair type, while that in the rest of the school is of the universal desk chair type. Desk chairs with special adjust-



*Group activities during the reading period of crippled children in the second grade.*



ments are used for children whose needs are not met by the regular equipment.

Classrooms for deaf and hard of hearing children are specially wired through floor conduits so that there is telephone communication at each desk from the mechanical amplifying instrument used by the teacher.

The school has been carefully planned and equipped to meet the needs of all types of physically handicapped children, particularly the cripples, the deaf, those with impaired vision, and the extremely malnourished. Instruction is provided both in the elementary grades and in the junior high school. Pupils who are physically and academically competent to continue their work in the senior high schools are privileged to do so.

The school offers special facilities to crippled children whose handicaps are so severe that they cannot get to school under their own powers of locomotion and whose academic attainment is that appropriate to grades one to nine, inclusive. Bus transportation is supplied and ramps at the entrances are provided so that children need not go up and down steps. School work for these children is all on one floor.

Physiotherapy is the principal resource for strengthening weakened musculature. Hydrotherapy work includes systematic use of the shower baths, but, more particularly, the underwater massage work of the treatment tank and free swim-

ming in the pool. Underwater massage work is particularly beneficial to spastic paralytics and to new cases of poliomyelitis where musculature is extremely weak, flabby and sensitive. Heliotherapy consists of short wave, ultraviolet radiation from a carbon arc solarium, the effect of which is the strengthening of weakened musculature and the building up of general health. As increase in strength occurs, the treatment tank type of massage is dropped, and the child is promoted to the typical bakings and muscular manipulations that characterize physiotherapeutic massage. As the child becomes stronger under this routine, he is promoted to corrective gymnastics, where specific muscles are strengthened through carefully planned and supervised exercises.

While working his way through these various stages of muscular strengthening through physiotherapy, the child participates in outdoor play during the school recess periods. There are three play groups. The first group consists of children whose games are sedentary, such as jacks, finger plays, ball rolling and guessing contests. The second group indulges in exercise by walking through the outdoor ramp, by climbing the varied flights of practice steps whose risers are of graduated heights, and by playing relatively inactive games. The third group indulges in practically all games.

Children selected by the school physician have scheduled rest periods in the cot room under super-



*Sight conservation is aided by special furniture, equipment and teaching materials.*

vision. The Maryland League for Crippled Children, acting in cooperation with the various hospital clinics, attends to the readjustment of orthopedic braces, shoes and plaster casts. These readjustments, if made at the proper time, helpfully supplement the physiotherapeutic techniques already described in this article. Neglect of such readjustments vitiates whatever gains have been attained.

A carefully balanced lunch is served free to crippled children as a part of the body building régime of this Baltimore school.

Vocational guidance for these children is supplied through try-out courses and counseling in the junior high school. Pupils whose physical condition and achievement justify further training are taken in charge by the state division of rehabilitation for vocational training "on the job." This training is at government expense. The employer in whose shop the pupil-apprentice is trained is under no obligation to hire the trainee, but he usually does so. If he does not, the state division of rehabilitation endeavors to secure the trainee a job and to follow him for a reasonable time so as to be sure that a placement in line with his abilities has been made.

Classes for the deaf enroll children whose deafness is extreme and has existed from birth. The method of instruction avoids manual signs and depends upon lip reading, vibratory sensitivity in feeling the movements of the teacher's throat or chest muscles during the utterance of a word, rhythm work, and the education of residual hearing through the use of a powerful amplifying device telephonically connected with the children's desks.

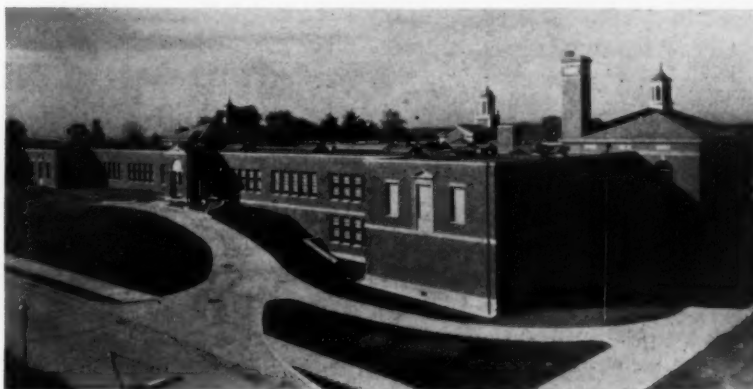
The purpose of rhythm work in instruction of the deaf is to improve rhythm of speech. Since they cannot hear themselves talk, deaf persons develop faulty intonations and rhythm. Rhythm work is given in a separate room known as the rhythm room, in which there is a specially constructed floor called the Stevens floor, named for the architect who designed it. Built on the principle of a suspension bridge, this floor transmits vibrations readily. In rhythm work the children stand around a grand piano, their spread fingers pressing against its flat top. A sharply accentuated musical rhythm is played. They do not hear it, but they feel it through their fingers from the vibrating piano top and through their feet from the vibrating floor. They are taught to dance the rhythm, to

express it by appropriate hand movements, and eventually to vocalize it. As they progress in rhythm work, they recognize familiar rhythms through floor vibrations without touching the piano. As this musical sense of pulsation and accent is awakened in the child, syllabification and accent are improved in his rhythmic utterance of words.

The hard of hearing child, who learned to talk before losing his hearing, has speech, a good working vocabulary, and usually enough residual hear-



*Front elevation (above) showing grading conditions which permitted a lower floor to be included. Below, rear view showing bus driveway and ramps. The lunchroom occupies space at the right and the auditorium is at the left.*



ing to make profitable use of a moderately powerful telephonic, mechanical hearing aid. He is taught lip reading. Children that can profit by doing so go to the regular grades for some of their studies, returning to their home room to be aided in further study by teaching techniques adapted to their needs.

Visually handicapped children have various eye defects so that their effective vision is 20/60 or less, after proper refractions have been made. They cannot read ordinary books, nor can they read script written on the blackboard if they are seated in the first row of seats in a standard classroom. These children are gathered into sight saving classes which operate upon a cooperative sched-



ule with the regular grades. The sight saving room has buff colored walls, indirect lighting for the room as a whole, nonglare lighting over the blackboard, and special window shades. Desks are dull surfaced and have movable tops so that reading matter can be supported in such a position that it is at a right angle to the eye while the child sits in an upright position.

Reading matter consists of books printed in 24-point type or material typed by the teacher, the letters being of the size called Giant Primer. Writing is done on buff paper, the size of the script being about twice that of ordinary writing. Special large black lead pencils are used. Writing on the blackboard is made extra large and extra heavy. As a relief to the eyes, the schedule includes motivated handwork of a type that does not cause eye discomfort. Both the child and the parents are

taught eye hygiene, and there is a semiannual check-up of the eye condition.

Seriously malnourished children are identified by the school nurses and referred for special examination by doctors of the city board of health. Upon their recommendation, children are placed in an open air class where there is a special health regimen, including rest periods in the cot room and a hot lunch at noon. The minimum essentials of elementary school work are taught. Children are returned to the regular grades when an examination indicates that their physical condition is sufficiently improved.

In the William S. Baer School, Baltimore is trying to give the physically handicapped child a square deal by fitting him for advanced study, for vocational adjustment, or for self-reliant home care, according to his individual capabilities.

## Architectural Features of the School

By JOHN K. CROSS

Mackenzie and Cross, Architects, Baltimore

**D**ESIGNING the William S. Baer School involved thorough study in order to determine the most advantageous conditions to assist the physically handicapped children of Baltimore to become self-sustaining citizens.

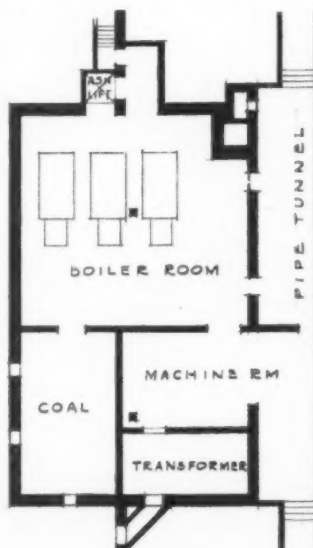
Studying of the requirements of the program submitted for this school, together with its site, revealed several problems. That there might not be any steps to worry the little pupils, a one-story building was essential. The first problem, distinctly one of planning, was that of placing the required number of classrooms, activity rooms, treatment rooms and auxiliary rooms all on one floor, at the same time adhering to a compact plan that would involve the least amount of travel. It was evident that a hollow square type of structure with an interior court would be most compact. A modified Georgian style of architecture seemed most suitable for a one-story building, and it seemed appropriate inasmuch as the site was in an outlying residential section.

The building is 300 by 250 feet, with an interior court 80 by 160 feet. The main portion of the building has a flat roof with level parapet walls, with pitched roofs over the entrance portico, auditorium and lunchroom units. The site, 770 by 335 feet, has a definite slope down toward the North so that it does not lend itself to a purely one-story type of building. The south portion of the site was amply screened by flowering shrubbery and provided an ideal, secluded playground space. The grade at the south end, therefore, established the level of the

ground floor, which became a full story height above the grade at the north wall. This grade condition proved an asset, for by placing the classrooms for the deaf on this lower ground floor, the area of the upper ground floor was reduced, which obviously shortened the distance to be traveled.

The main entrance motif was one of the most perplexing problems encountered in designing the elevation. It must be remembered that this is a one-story building, 300 feet long, with level parapet walls. This produces a strong horizontal line. For reasons of economy in the plan arrangement, the entrance motif was restricted to a width of 25 feet, and in order to dominate the architectural interest

of the front elevation, an impressive motif, yet one of comparatively small mass, was necessary. A portico with striking lines seemed most fitting since it would also provide a sheltered en-



*The heating system is arranged as a vacuum system supplied with steam by three low pressure steam boilers.*

trance. An imposing cupola over this portico effectively terminated the architectural interest created at this point and also provided a suitable means for ventilation.

Paved driveways leading from the main street permit busses to discharge children at this portico. Similar driveways lead to a smaller portico at the rear entrance.

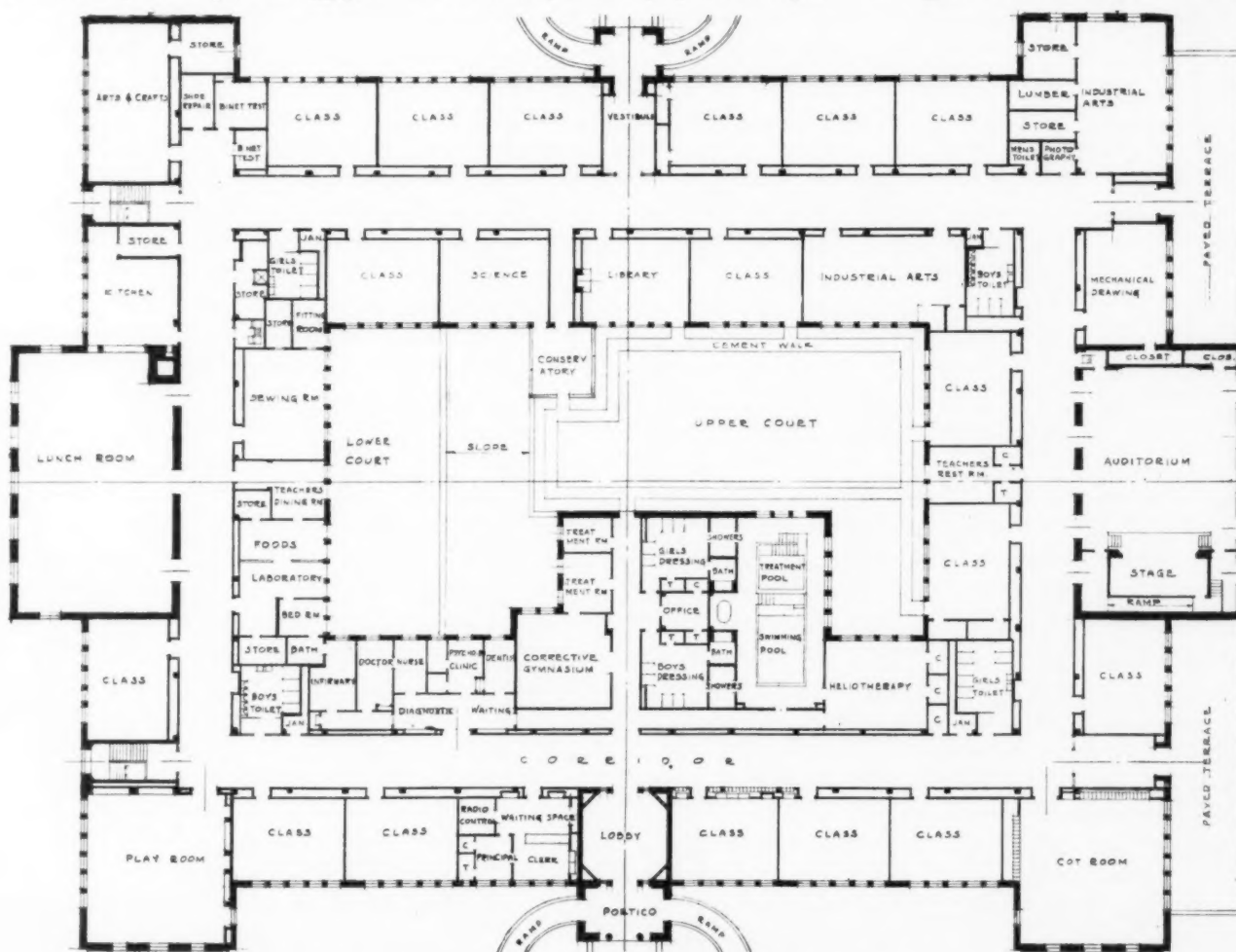
The lunchroom and the auditorium, which are units of similar size, 45 by 73 feet, are placed in the center of the north and south elevations, respectively. The treatment section of the school is placed in close proximity to the principal's office.

The building is faced with Colonial brick with a color range from light reds to dark reds and cherry hearts, and trimmed with standard buff limestone. Floors and the flat portion of the roof are constructed of reenforced concrete joists supported by concrete columns placed in the corridor walls, and by 13-inch load-bearing exterior brick walls. All floors are kept four feet above grade to provide an accessible pipe space. Heat and ventilation are supplied to this space to ensure a warm, dry floor. The sloping roofs over the main entrance portico, lunchroom and auditorium are framed with steel, with precast gypsum roof slabs, and

covered with unfading green slate. The main roof is covered with one-inch rigid insulating board and a 20-year bonded slag and pitch composition roof. Copper flashing is used throughout. Classroom windows are double hung steel frames, while lunchroom and auditorium windows are heavy casement section projected sash. Suspended plaster ceilings are used throughout the building. Auditorium, lunchroom, playroom and rhythm room ceilings were treated with acoustic material.

The interior sides of all exterior walls are damp-proofed and furred with split tile. Interior partitions that are plastered are built of hollow tile. The play room, shop rooms, home economics rooms, lunchroom, kitchen, laundry, storerooms, corrective gymnasium, dressing and shower rooms, hydrotherapy room, and toilet rooms have salt glazed bricktile walls. The diagnostic waiting room, dentist's and doctor's offices and adjacent halls have bricktile wainscots, with cove tile bases. The ceilings of the shower and hydrotherapy rooms are of cork tile, painted a light sea green.

In the hydrotherapy room is a treatment pool 12 feet square and 4 feet deep, the side walls of which extend three feet above the floor so that the physiotherapist can give underwater massage



*This drawing gives the details of the arrangement of the upper ground floor of the building.*





*Rhythm work on the Stevens floor plays an important part in developing speech in the deaf school child.*

treatments without entering the pool. Steps with railings are provided as a means of entering this pool. Adjoining the treatment pool is a swimming pool 12 by 24 feet by 4 feet deep, level with the floor and with steps leading down into the water. Waterproofed cement was used in the reenforced concrete construction of these pools, which are finished with ceramic nonslip tile on the floors and steps and glazed ceramic tile on the side walls set in a waterproofed cement bed. Ceramic tile was

also used for the floor of this room. Anchors are provided in the ceiling over these pools for the attachment of flying rings for exercise purposes. A trolley beam with trolley is provided for hoisting severely crippled children into the treatment pool.

A weighted wood massage table is placed in the pool to support the child while he is being treated. Boys' and girls' dressing rooms and showers, equipped with marble dressing booths and duck curtain fronts, are adjacent to the hydrotherapy room. All shower and toilet stalls are made of marble. Side handrails for the use of severely crippled children are provided in the shower stalls and also in two of the toilet stalls in each toilet room. One stall in each toilet room is made 3½ feet wide in

#### ROOM PROGRAM FOR WILLIAM S. BAER SCHOOL

##### I—Class Instruction

20 Classrooms .....	22'x30'
5 Classrooms .....	22'x30'
2 Classrooms .....	22'x37'
1 Classroom .....	22'x42'

##### II—Activity Rooms

1 Science room .....	22'x30'
1 Conservatory .....	18'x12'
1 Auditorium .....	43'x70'
1 Manual training room .....	41'x24'
1 Lunchroom .....	43'x69'
1 Kitchen .....	22'x22'
1 Kitchen storeroom .....	8'x16'
1 Arts and crafts room .....	22'x42'
1 Library .....	22'x28'
1 Play room .....	37'x40'
1 Laundry .....	22'x32'
1 Sewing and fitting room .....	22'x30'
1 Cooking room .....	22'x42'
1 Teachers' dining room .....	15'x14'
1 Foods laboratory .....	22'x31'
1 Brace and shoe repair room .....	11'x14'
1 Rhythm room .....	22'x39'

##### III—Physiotherapy Rooms

1 Cot room .....	39'x39'
1 Boys' shower room .....	8'x10'
1 Girls' shower room .....	8'x10'
1 Heliotherapy room .....	24'x27'
1 Hydrotherapy room .....	23'x50'
1 Office—physiotherapy .....	10'x13'
1 Physiotherapy room .....	9'x13'
1 Physiotherapy room .....	13'x16'
1 Boys' dressing room, with tub room .....	18'x16'
1 Girls' dressing room, with tub room .....	18'x16'
1 Nurses' room .....	9'x14'

##### III—Physiotherapy Rooms (Continued)

1 Doctor's room .....	10'x18'
1 Dental clinic .....	8'x14'
1 Corrective gymnastics room .....	25'x25'
1 Examination room .....	10'x18'
1 Infirmary .....	18'x 9'
1 Diagnostic waiting room .....	9'x30'
1 Clinic storeroom .....	8'x16'

##### IV—Auxiliary Rooms

1 Men attendants' room, dressing and toilet .....	18'x14'
1 Women attendants' room, dressing and toilet .....	8'x12'
1 Storeroom .....	24'x22'
3 Boys' toilet rooms (1 downstairs) .....	16'x18'
1 Storeroom .....	6'x11'
3 Girls' toilet rooms (1 downstairs) .....	13'x18'
1 Storeroom .....	10'x12'
1 Principal's office .....	10'x12'
1 Clerk's office .....	12'x15'
1 Waiting room .....	20'x10'
1 Storeroom .....	5'x12'
1 Teachers' rest room .....	9'x23'
1 Janitor's room .....	5'x10'
1 Storeroom .....	12'x22'
3 Testing rooms .....	12'x12'
1 Lobby .....	22'x23'
1 Boiler room .....	43'x38'
1 Engineer's room .....	14'x15'

##### Total Number of Rooms

1. Class instruction rooms .....	28
2. Activity rooms .....	17
3. Physiotherapy rooms .....	18
4. Auxiliary rooms .....	24
Total .....	87

order to permit the entrance of a wheel chair. The cot room has built-in blanket warmers with an individual compartment for each child's blanket.

An informal, homelike touch is found in the library where there are an open colonial fireplace, knotty pine wainscoting and built-in bookcases.

The corridor partition at each classroom is 3 feet thick, allowing space for display, bookcases and supply cases; a tiled recess for a combination drinking fountain and lavatory; ventilating ducts; concrete columns, and built-in metal lockers accessible from the corridor side. A salt glazed brick wainscot is provided in the corridors where the metal lockers do not occur.

Entrance vestibules and stair tower walls are built entirely of salt glazed brick. The stairs and landings are constructed of steel with precast terrazzo treads.

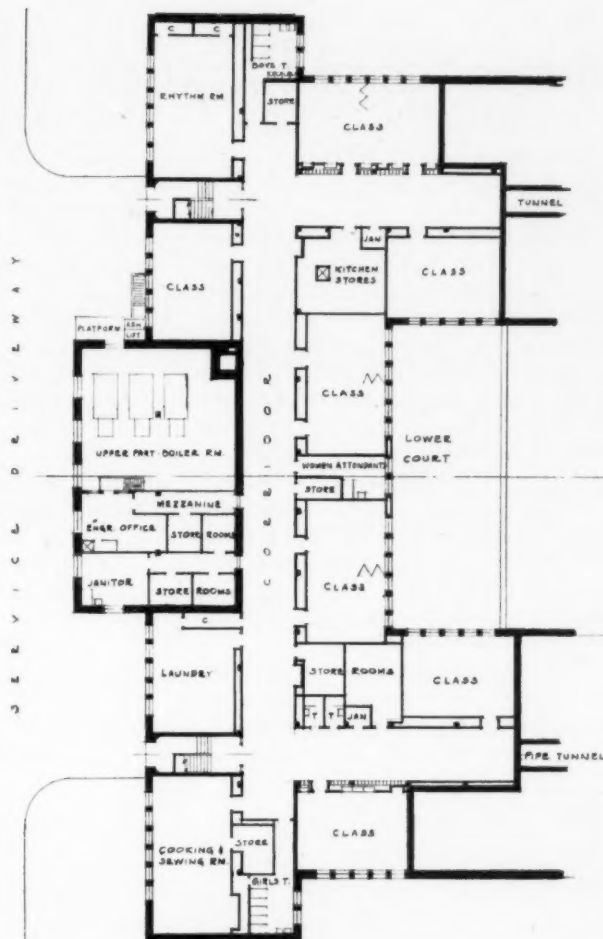
#### *Several Types of Flooring Material Used*

Flooring materials in the building are as follows: entrance porticoes and ramps, red vitrified paving brick; lobby, dressing rooms, shower rooms and toilet rooms, terrazzo floors and bases; corridors, terrazzo bases with 15-inch wide terrazzo borders with asphalt tile field; foods laboratory and cooking room, linoleum; corrective gymnasium and home economics bedroom, hardened white oak floor tile laid in mastic; rhythm room, maple strip flooring on wood sleepers supported by floor chairs to form a system of sound isolation; lunchroom, quarry tile; kitchen and service storerooms, cement finish; classrooms, shop rooms, play room, cot room, library, auditorium and stage, principal's suite, diagnostic suite and physiotherapy rooms, asphalt tile; treatment rooms and rooms in diagnostic suite with plastered walls, magnesite cove bases in conjunction with asphalt tile floors.

Exterior doors and frames are of white pine and cupolas are of gulf cypress. Classrooms and shop rooms are trimmed with red oak with a flat finish. Flush doors are used throughout the interior. All toilet stall and bookcase doors are flush oak veneer. In the lobby, cot room, diagnostic suite and treatment section wood trim is yellow poplar.

The heating system is arranged as a vacuum system supplied with steam by three 175 H.P. steel firebox type, low pressure, steam boilers with underfeed automatic stokers. A pipe tunnel 6 feet wide by 6½ feet high extends around the building under the main corridors of the upper and lower floor levels. This tunnel connects with the boiler room and facilitates inspection of the mechanical lines.

Classrooms, shop rooms, lunchroom, auditorium, play room, cot room and corridors are equipped with unit heaters, which supply an adequate amount of fresh air to each room. The unit and



*The layout of the lower ground floor is shown here.*

direct copper radiation, which is enclosed under a single steel cabinet, is regulated by automatic temperature control. There is a central hot water heating plant for the treatment and swimming pools and for the domestic hot water supply. The entire building is mechanically ventilated with a system of vents and fans in addition to the unit heaters.

There is also a complete pumping plant for the supply of filtered and treated water for the two pools.

Direct lighting is employed except in the hydrotherapy room and classrooms for visually handicapped children, where lighting is indirect. In classrooms nonglare lighting fixtures are installed over the blackboards.

The building is equipped with master electric clock, program bell and fire alarm systems. Provision has also been made for radio reception in each classroom. There has also been installed a complete stage lighting equipment arranged for three-color control.

The building contains 1,485,000 cubic feet and cost 30 cents a cubic foot. With a capacity of 700, the cost per pupil is \$643. The building project was completed October 1, 1933. Reeder, Eiser and Akers were consultants for the mechanical work.

## Better School Practices

### *Teacher's Cabinet Meets Progressive Needs*

During the past few years school administrators have promoted new educational methods, a more extensive use of textbooks and lesson sheets, and large classes. These stand as a tribute to the progressive educator, but they present new administrative problems to the classroom teacher. In many instances teachers are seriously handicapped in adjusting themselves to these new procedures by a lack of adequate classroom equipment. For this reason, there is described here a teacher's combination cabinet that may serve as a solution to some of the administrative problems of a modern class.

The traditional teacher established in a classroom equipped with a desk, waste basket, pencil sharpener, a supply of paper and pencils, and a set of

textbooks could assign lessons, hear recitations, and remain at all times master of the situation. This is not true of the present day teacher in charge of a class engaged in purposeful activity. In the modern activity room will be found numerous supplementary books, lesson sheets, illustrative materials, a supply of colored papers, paste and crayons, and from forty to fifty pupils engaged in a variety of tasks that are related to the project under consideration. In addition to providing stimulation and guidance to a group, the teacher is confronted with administrative problems that become serious if the needed facilities are not available.

The cabinet illustrated contains provisions that are either lacking or provided in a makeshift manner in the average classroom. First, it has a drop-leaf desk top 24 by 30 inches. When

the writing shelf is lowered the inner shelves provide a convenient place for pencils, paper, the class book and items that must be readily accessible to the busy teacher. Directly below the shelf are four drawers for storing miscellaneous class supplies. At the left is a dustproof cabinet for the teacher's hat and coat.

The need for storage space for the basic textbooks and the many supplementary references required in the modern classroom is met by the bookcase at the top of the cabinet.

In a large class it takes more than verbal explanation on the part of the teacher to answer pupil requests for instruction in a variety of techniques. The progressive teacher handles this situation by means of a series of lesson sheets by which she stimulates the pupil and directs his activities, and with the aid of a set of concise and well illustrated self-help instruction sheets. The lesson file at the right of the cabinet provides a method of filing these sheets so they will be readily accessible to the individual pupil or the lesson sheet clerk.

The steel cabinet in the center of the unit serves as a file for pictures, booklets, records, magazines and other materials that are needed to supply the many demands of pupils in an activities class.

The cabinet has many advantages over the usual accumulation of separate cases and cabinets that are acquired by teachers as a means of meeting their specific situations. The entire unit is built in flush with the wall, thereby conserving valuable floor space. The various sections of the cabinet provide for all of the many needs of the teacher and concentrate them in one location in the room. The cabinet has the added feature of being entirely enclosed, thereby eliminating the dust factor.

All commercial, home-making and industrial classrooms in the new Copernicus Junior High School in Hamtramck, Mich., are equipped with this unit, and its use has demonstrated its adaptability to the regular academic classroom.—HAROLD J. VAN WESTRIENEN, Director, Vocational Education in the Public Schools, Hamtramck, Mich.



*All commercial, home-making and industrial classrooms in the new Copernicus Junior High School, Hamtramck, Mich., are equipped with a built-in cabinet of the type shown above.*

*If you have practical suggestions that might help other school administrators The NATION'S SCHOOLS will be happy to have them for inclusion on this page*



# Landscaping Assumes a Major Rôle

By A. C. STELLING

Briggs & Stelling, New York City

THE beauty and grace of many imposing school buildings stand out boldly, but too often nothing has been done to complete their settings with suitable landscaping. The building stands there—arrogant, dominant—an institution of learning without a background.

Today more than ever, efforts are being made to provide education with a background, resulting in greater refinement and culture. These last two important attainments seem fitting, even necessary, to the fulfillment of a more civilized life. In this program landscaping may play a large part.

Too often, however, landscaping is relegated to a minor rôle, enacted by a nurseryman or even a plant vendor. In consequence, the public is right in assuming that the type of planting around the average school is merely satisfactory, no worse than the type of planting around most institutions. That is not enough, however. It should be much better if a real cultural background is to be created.

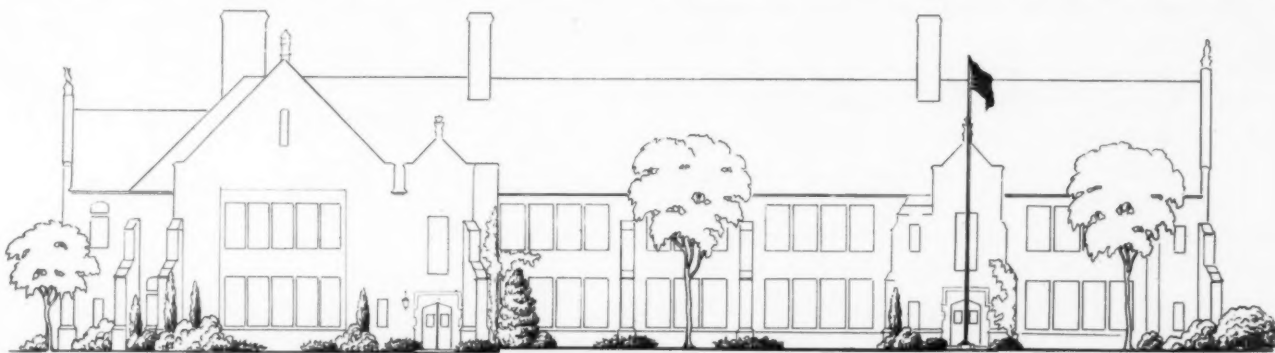
The fault lies for the most part in failing to start with a carefully conceived plan. Frequently, even before the location has been selected, a sketch of a proposed building on some imaginary site is furnished by the architect engaged for that purpose by the school board. An elaborate setting of trees and shrubs, walks and driveways, is submitted for consideration. Provided that it meets with approval, the picture is printed and circulated among the voting public for a decision.

Such a method of procedure has occasionally through good fortune resulted in an harmonious

*With the growing importance of providing the school building with a proper background comes greater recognition of the value of suitable landscaping. A carefully conceived plan, executed by specialists, is desirable in order to fit the particular needs of the individual institution. A typical example is described, showing a planting scheme as devised to meet the needs of one school plant*

layout. More often it has not. This is not because of any lack of interest on the part of the board in serving the public good to its utmost. Neither is it through poor design of the building. Even the most attractive and scientifically designed building calls for a skilled technician of another type, but of an essentially collaborative nature in the form of a landscape architect.

The designing and planning of school buildings and of school grounds are both highly specialized. Many boards feel the need of engaging competent educational advisers, structural engineers and architects, as well as landscape architects. The landscape architect supplies the design for the ground; the architect for the building. More than that, the landscape architect should function in the selection of the school site, for who else is better qualified to be the best judge in that special field?



*Sketch of elevation of planting of Highlands Grade School, White Plains, N. Y.*

The board is familiar with the educational requirements of the children. The landscape architect can best judge the relative merits of a piece of property to meet educational requirements.

After the property has been acquired, a topographical survey should be made, showing the locations and sizes of trees, ledge rock and water, if any. The next step is to prepare plans for the grounds and building through the collaboration of landscape architect and architect. A complete comprehension of these plans as developed will depend largely on an understanding of the existing conditions that have influenced the design, and the reasons behind certain decisions.

To follow through on this idea, it is interesting to consider a concrete example in the form of a report. This outline explains the main points of the arrangement of the grounds of Highlands Grade School, White Plains, N. Y., as shown on the accompanying drawings submitted by the landscape architect.

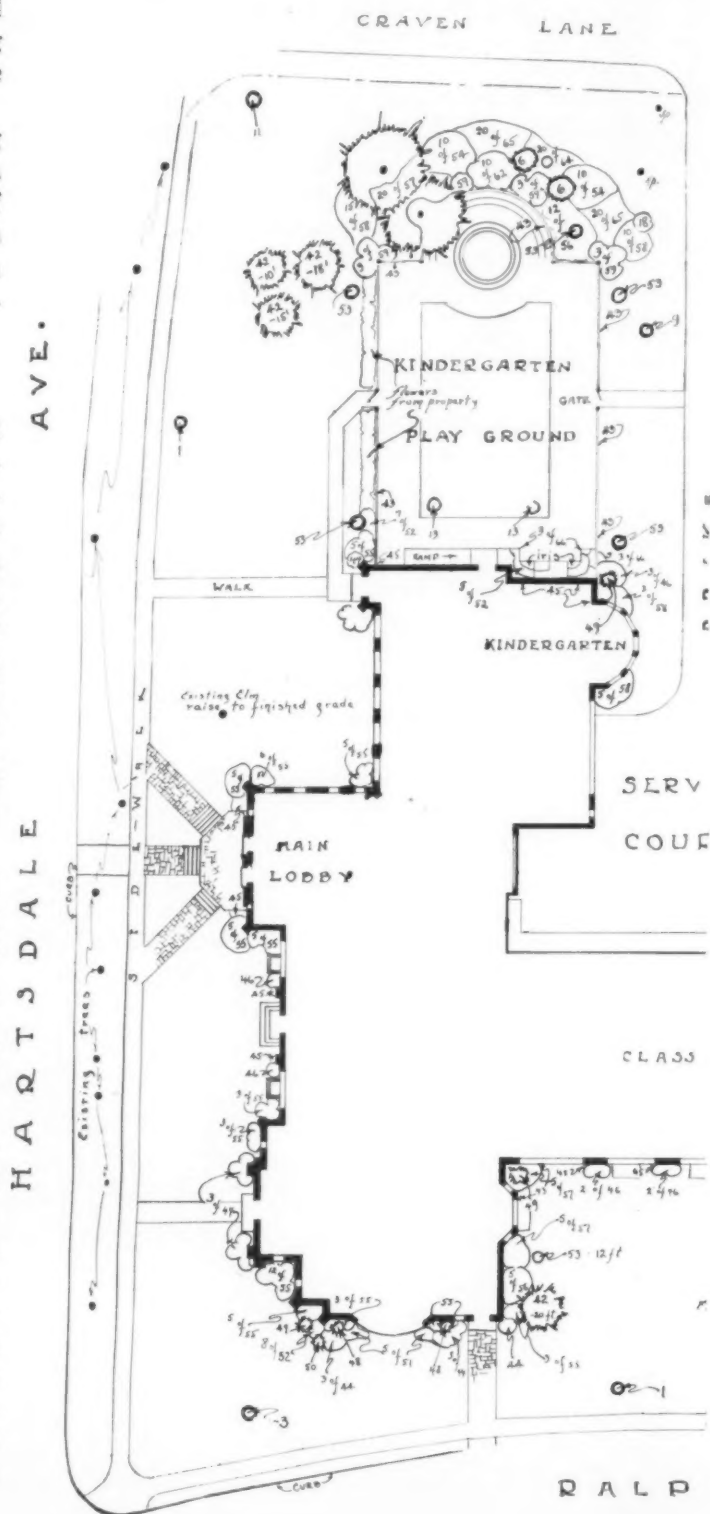
#### *Large Playfields Provided*

The location of this school on the property and its elevation on the ground were worked out in collaboration with the architect so that the requirements of the building and those of the grounds could be united to mutual advantage. In general, the position shown was chosen to allow as much area as possible in the playfields and also to give the façades along the avenues a good setting. On Hartsdale Avenue between the property line and the road is a row of fine, large trees. Their location is such that in order to preserve them, it was necessary to build the sidewalk a few feet inside of the school land. This proposed walk determined the setback for the north side of the building.

The elevation of the foundation line was fixed to permit water to drain away from the building on all sides, which is desirable. At the southeast corner of the part of the school on Ralph Avenue, a small bank pitching toward the basement windows was provided to allow more light to enter them. The small amount of drainage is removed by drains in the areas.

Let us consider the grading. On Ralph Avenue the finished grade is controlled by the grade of the sidewalk being constructed by the city. Along the building there is a slight slope from the foundation line to the sidewalk. Along the playfield there is an even slope following the natural grade closely as far as the fence. From the fence across the playground the ground is leveled with just enough pitch for drainage, about one foot drop per hundred feet. A small terrace connects the playground with the foundation grade at the south entrance to the school.

On Hartsdale Avenue the grade of the proposed sidewalk is compelled to follow closely the slope of the existing road. In its total length it drops approximately six feet in a gradual slope from its intersection with the Ralph Avenue sidewalk. Some of the trees along this walk, being in the lowest spot on the property, are at a grade below the walk. This condition cannot be avoided in view of the existing road elevation. However, stone



wells, with a protective grating when necessary and with drainage tile, are specified to aid the best trees in continuing their growth.

The kindergarten playground grade starts at the bottom of the ramp leading from the classrooms and follows an almost level grade. The ground slopes away from it on all sides giving good surface drainage; in addition, it is crowned to throw the water toward the edges and away from the building.

Part of the large playfield lies over a portion of the property that is low and generally wet. A drain

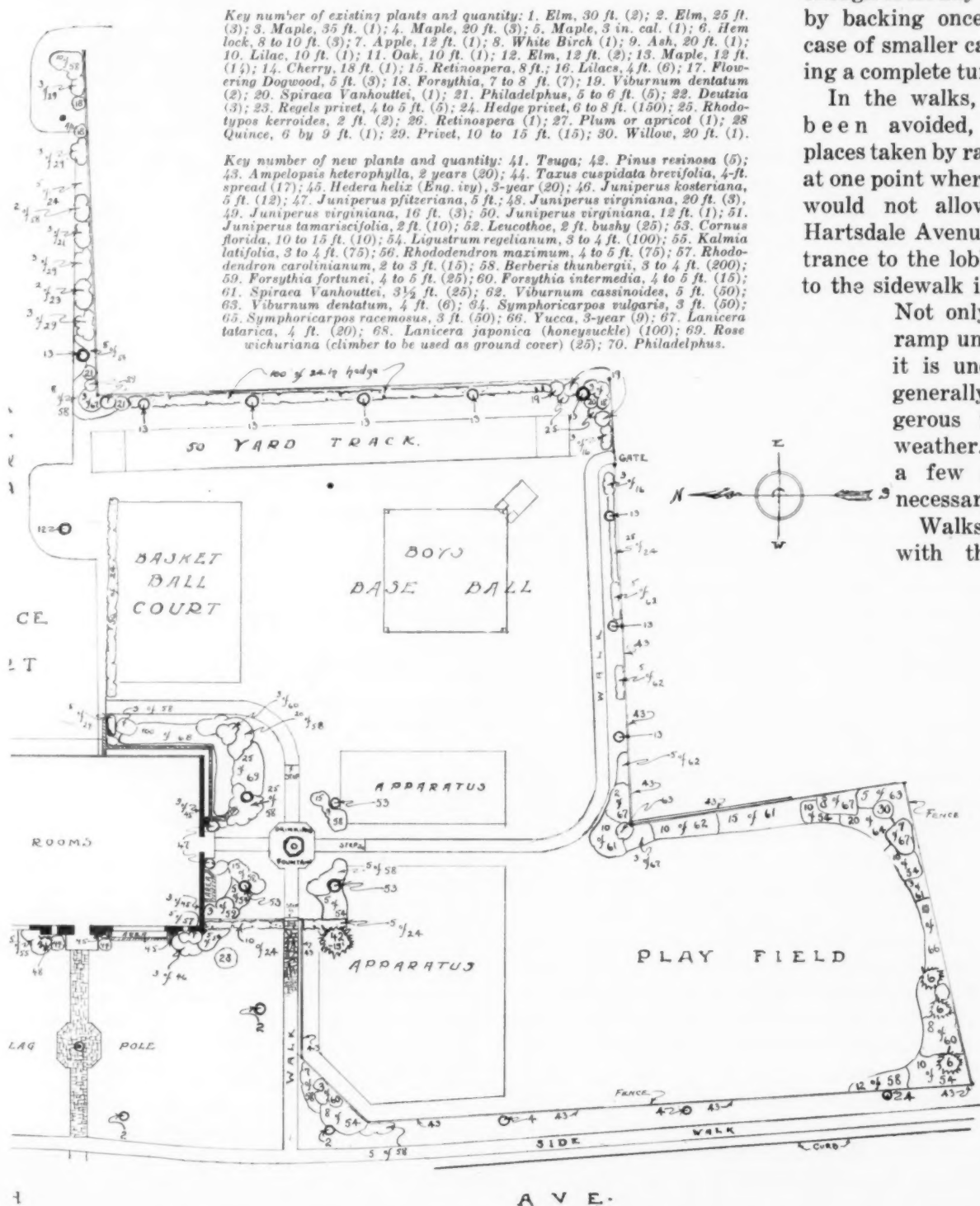
has been provided to take care of a small brook that is formed by this condition and, in addition, the field is raised just enough to keep above the drainage from surrounding land. Along the property line where the brook flows a low retaining wall is indicated. This is to lead the brook to the drain and also to prevent the flow of water from washing away the bank formed by the fill in this low spot.

All playgrounds are convenient to the classrooms of the children they serve. The service drive is as direct as possible and the service court large enough to let any vehicle turn by backing once, or in the case of smaller cars, by making a complete turn.

In the walks, steps have been avoided, and their places taken by ramps, except at one point where conditions would not allow this. On Hartsdale Avenue at the entrance to the lobby the drop to the sidewalk is too great.

Not only is a steep ramp unsightly, but it is uncomfortable generally and dangerous in slippery weather. Therefore a few steps were necessary.

Walks connected with the building





along Hartsdale and Ralph Avenues are specified flagstone, of a texture and color to harmonize with the stonework of the school walls. The sidewalk and walks, which are not conspicuous, are specified concrete. All playgrounds have walks connecting them directly with the street, so it is not necessary to pass through the building to reach them. Two outdoor drinking fountains are provided; one is located in the kindergarten playground and one has been placed between the other two playfields.



*Sketch of planting in relation to elevation of building.*

The suggested position for the flag pole is in the walk leading to the south entrance on the Ralph Avenue façade. The absence of large trees was one factor in placing the flag here. Also when the addition to the school is constructed, the pole will occupy a nearly central position, between two wings. Fences protect the property from abutting lots and prevent children from running on to the streets or other property.

Five box hydrants are shown at points where the hose bibs on the building would be unable to serve the grounds. The life and good appearance of the shrubs and lawn depend largely on sufficient water. Where the playfield is constructed over the low ground a few short lines of four-inch open tile are desirable.

The appearance of the planting in connection with the building is important. Not only was the artistic effect carefully considered in this instance, but also the cost and upkeep. Every plant originally on the property that was worth transplanting was utilized. Additional plants were chosen for hardiness, good lasting foliage, and maximum freedom from disease and insects. Also the selection of new plants was limited as to varieties and quantity. It is more desirable to have fewer but better plants both in size and quality. Nor is it necessary to smother a well designed building with shrubbery; groups of good green foliage at important points are sufficient.

As the public school building is used all winter, the foundation planting should be evergreen. On Hartsdale Avenue there is considerable shade, both from the building and from existing trees.

Mountain laurel and some dwarf Japanese yews were the principal evergreens used here, as they hold good foliage better than most plants under trying conditions. The rhododendrons specified were not the expensive hybrid varieties, but the native type called "maximum." These have excellent leaves and good flowers and are extremely hardy. Another native variety called "carolinianum" was indicated in a few places. Cedars, another valuable type, were used in several groups.

Among the deciduous trees and shrubs are elms and maples from the property, as well as a large quantity of hedge privet. Additional bushes included Japanese barberry, for its compact growth, hardiness and autumn color, forsythia for early spring color, viburnums for their berries as well as flowers, and generous planting of snowberries and coralberries.

Through such carefully formulated plans, the community is assured a suitable background for its new school building, and it is only by such plans that the proper setting can be achieved. Not only should the original layout be prepared by skilled technicians, but the work itself should be carried on by landscape contractors. The transplanting of live trees and shrubs successfully is a skilled operation and needs more than a man with a shovel. In addition, the correct interpretation of the landscape plan demands a certain amount of artistic ability and experience.

## Possible Economies in Buying School Supplies

One of the functions the superintendent should perform in a school system that buys any considerable amount of supplies is to prepare a standardized supply list. This also serves as the inventory list. William John Cooper, former U. S. commissioner of education, makes the following suggestions in his booklet, "Economy in Education," published by the Stanford University Press:

There are items on which orders can be simplified, such as ink. Frequently schools purchase ink by the quart, paying a good price for it and still more for its transportation. Ink made from ink powder is good enough for school work; in fact, it will serve for every purpose except for documents that are to be preserved.

The booklet points out that there usually is waste in school paper. A sheet may be larger than is needed. The best remedy for this is to supply two sizes, one the regular 8½ by 11-inch size, the other 8½ by 5½ inches. Careful study will enable the superintendent to eliminate odd sizes.

Considerable saving can generally be made in connection with paper towels, both in the price paid for them and in the number used. A recent study revealed that a roll of toweling saved 38 per cent over individual folded towels.

# Plastic Magnesia Flooring—Some Suggestions for Maintenance

While plastic magnesia flooring has much to commend its use, the cost of maintenance is high compared with that of other types of floor materials suitable for school use. The author gives some helpful suggestions for the proper maintenance of floors of this type. Next month Mr. Frostic will discuss such matters as resurfacing and refinishing desks and laboratory tables and cleaning and polishing furniture. Formulas for acidproof stains and furniture polishes will be included

**C**OMPOSITION flooring is ordinarily classified into three types according to the basic materials entering into its structure. These are mastic, asphaltic base on mineral rubber, and plastic magnesia. It is with the last type that this article concerns itself.

The term magnesite, often used for this flooring, refers to the crude or uncalcined magnesium carbonate as it occurs in the natural state and is therefore not applicable to this type of composition flooring, according to the U. S. Bureau of Mines and Bureau of Standards. The correct technical term, magnesium oxychloride cement, is too cumbersome and by general acceptance has been shortened to plastic magnesia cement or magnesia cement. Hence this product should be designated by the more appropriate term, plastic magnesia flooring.

The wearing quality of this type of floor is roughly proportional to the amount of magnesia in the mix. Some of these floors resist wear almost twice as well as others. The relative immunity of common floors to wear, according to the Dow abra-

By FRED W. FROSTIC  
Superintendent of Schools, Wyandotte, Mich.

sion test, shows the following comparisons, hard maple being 100:

Magnesia heavy duty flooring.....	414
Inlaid linoleum .....	147
Hard maple .....	100
Asphalt mastic .....	73
Magnesia flooring (resilient type) .....	51
Portland cement (1:1 mix) .....	43
White pine .....	16

Magnesia heavy duty flooring may be used for stair treads and areas where high resistance to wear is essential. For school corridors, classrooms, offices and laboratories where quietness and ease of walking are required, the resilient type is desirable. Because of the varying composition used, both in magnesia and filler, the index of wear may fall far below the 51 value indicated. It cannot, however, rise far above this value without sacrificing resiliency. The desirable characteristics claimed for this type of floor are resiliency, pleasing appearance, uniformity of color, reasonable resistance to abrasion, if properly constructed, and marked sanitary qualities.

## *A Problem for the Maintenance Staff*

The undesirable qualities are high absorption, especially when improperly maintained; low resistance to water, cleaning compounds and chemicals; low resistance to staining; low wearing resistance; bloom; tendency to absorb water from the air, and high maintenance cost. While many of the undesirable qualities might be avoided with better construction techniques, the fact remains that a large percentage of installations made in schools during the last fifteen years present severe problems to the maintenance staff. It is difficult to keep such a floor appearing well, and to prevent excessive wear and even complete disintegration of the material in certain spots under heavy traffic.

Plastic magnesia flooring cracks in the same manner as does ordinary terrazzo and due to the

same general reason, that is, different expansion and contraction between the subfloor and the finish floor. Magnesia flooring, however, is more easily repaired and matched than terrazzo. The resilient type is more desirable since it is quiet and relatively easy to walk on, but it is much more noisy than linoleum or even wood when a chair or a table is moved over the surface.

Great care must be taken when such floors are installed near a water tap or a drinking fountain. Water dripping or standing on the surface dissolves the floor and excessive wear develops at these points, if not complete disintegration, unless treatments are used to prevent water from affecting the surface. Such floors are not recommended for use in locker or shower rooms. Ink stains are readily absorbed unless the surface is fully protected. The resilient type of flooring should not be used on stair treads or near entrances where heavy wear is likely to occur. Only the heavy duty type is applicable to such locations.

Earlier treatments recommended for these floors required frequent scrubbing by hand or machine. Under conditions of heavy wear it was found that dirt had penetrated so far into the porous structure that it was necessary to use steel wool to remove it. The floor was then treated with linseed oil and turpentine or paraffin oil in kerosene. This was followed by waxing and polishing. The refinished floor was beautiful in appearance, especially if care had been taken in the original selection of har-

monious color combinations. After a few hours of wear, however, the floor was usually badly marked and presented an unsightly appearance. In addition, the wax made the floor too slippery for safe traffic conditions. In corridors this treatment had to be repeated several times a year and this made maintenance costs excessive. Unless treatments were applied frequently, the floor became dirty and unsightly. Worn spots appeared where traffic was heaviest; the hard upper surface was removed, and the more porous interior was exposed. In moist weather the surface became slippery due to water absorption.

Common gymnasium floor finishes are unsatisfactory for maintenance of magnesia floors. There is a strong tendency to pile up the finish on non-traffic areas and this makes the floor unsightly after a few applications. On the other hand, some of the floor finishes are absorbed with little effect on the structure or surface.

#### *The Best Type of Sealer*

The most successful treatment at present requires careful cleaning and scrubbing to remove all dirt, stains or cloudiness. Steel wool should be used to remove any dirt or cloudiness that would show through the finish after the floor is thoroughly sealed. After this treatment the floor should be allowed to dry thoroughly before the sealer is applied.

The best material now available for sealer and



*Plastic magnesia flooring is used in the corridor of Theodore Roosevelt High School, Wyandotte, Mich.*



surface treatment is made from china wood oil with a synthetic gum. Natural gums and resins cannot be used without considerable increase in time and labor. The total solids should not exceed from 50 to 51 per cent in order to ensure spreading qualities, freedom from lap marks and transparency. Large brushes or lamb's wool mops should be used for spreading. All surplus material should be removed and the application should be evenly distributed. The first treatment, especially on old floors, is usually more difficult because of different rates of absorption. Lamb's wool mops will help greatly in spreading the material on such areas, thus removing cloudy effects. The first treatment requires two coats.

The amount of material needed varies greatly with the condition of the floor and the rate of absorption. One floor after eight years of heavy wear required 20 gallons of sealer diluted 50-50 with turpentine to give 7,000 square feet two coats. The floor, with a traffic demand of 8,000 to 10,000 persons a day, was so thoroughly sealed that no further treatment was required for a year. About seven gallons diluted 50-50 will now cover the entire area of this floor. It has been found perfectly satisfactory to coat this heavy traffic area lightly twice a year.

#### *Cleaning Is Easily Accomplished*

The result obtained is highly satisfactory. No waxing is required. The floor is never slippery and it presents a sanitary appearance. Cleaning with a brush or light mopping is done with a minimum amount of labor. The surface is immune from water effects, ink does not penetrate, abrasion is greatly reduced, and there is no absorption of water from the atmosphere to result in slippery surfaces. This corridor is brushed once a day. Once or twice a day a janitor takes two 36-inch dust mops, one in each hand, and pushes them before him the full length of the corridor.

This type of treatment must not be applied to new floors until the period of natural "bloom" is over since these salts are likely to be preserved under the finish, making the floor unsightly. For the first few months until the period of "bloom" is over, new floors may be treated with a 10 per cent solution of paraffin in kerosene, to which has been added one quart of china wood oil per gallon of oil. As "bloom" appears, the surface may be mopped off and the oil applied evenly and lightly.

While this type of flooring has much to commend its use, the cost of maintenance is high compared with that of other types of flooring materials. The fact remains, however, that many school buildings already have such floors, which must be maintained as efficiently as possible.

## Buffalo Reduces Expenditures for Plant Upkeep

The annual report of the board of education of Buffalo, N. Y., for the year June, 1932, to June, 1933, tells how the school plant has been put in better condition than it has ever been before while at the same time expenditures have been reduced. Expenditures for this purpose were \$574,547.47 in the year 1932-33, as compared with \$799,810.79 in the year 1928-29.

Upkeep of plant embraces the cost of all repairs to school buildings and equipment; also the expenditures for upkeep of grounds, for elevator and fire alarm service and for replacement of instructional equipment, school furniture and all other types of equipment.

During the year, twenty-three schools were equipped with panic hardware. Numerous changes were made in the glazing of classroom doors and windows where hazards existed. Steps were taken to eliminate the causes leading to slippery floors.

The warehouses were completely reorganized. Many obsolete items hitherto carried in stock were scrapped, while other items needed to prevent "hold-ups" of the repair force were added.

The following excerpts from the report of Deputy Superintendent Butler in charge of plant, are of interest in this connection:

"Some items of major repairs have lagged over the past years and quite a lot of lost ground has been regained, as evidenced by the fact that we have painted the exteriors of thirty-seven schools and the interiors of seventeen schools, and have painted the brickwork and stone of fourteen schools, in addition to having made major roof repairs in eight schools. A large part of this work is in excess of the program to which we hope to confine ourselves when such operations are back on schedule.

"During the past year we have remodeled thirty-one toilet rooms in eight different school buildings, fulfilling needs that have generally been considered of an imperative nature.

"In addition to the many small items of classroom alteration, we have altered or reconverted into classroom use sixty rooms in eleven schools, which has contributed to the capacity of the schools. Moreover, a careful room survey has been made of all schools to determine where space is available for classroom use should it be required because of increased membership or dislocation of membership caused by shifting population.

"A light survey has been made to determine where there has been deficient lighting or excess lighting of classrooms or other rooms. This survey revealed some startling facts which we feel have a direct bearing on educational achievement as well as on the matter of economy."

## These Three Rules Ensure a Good Lacquer Job

There are three rules that ensure a good lacquer job, according to Zoe A. Battu and Theodore W. Quandt, writing in *Buildings and Building Management*. These rules are: (1) use a good grade of clear lacquer or lacquer enamel; (2) use a thinner of the same grade, made by the same manufacturer, and (3) have the surface chemically clean and perfectly dry.

# Teaching by Means of Stereographs and Slides

By ELLSWORTH C. DENT

Secretary, Bureau of Visual Education, University of Kansas

THE earliest forms of the motor car—like those on display in the Travel and Transport building at A Century of Progress Exposition—had certain elements that are common to the motor cars of today. Refinements, changes of design and other alterations fit that earlier form of transportation to the needs of the day. Similarly, the earliest forms of prepared visual aids—the glass slide and the stereograph—remain basically the same with alterations to fit them more closely to usage in the present day classroom.

The third-dimension effect of the stereograph makes as strong an impression upon the classroom pupil as it did upon many of us in grandmother's parlor twenty-five years or more ago. It gives charm and educational value to the picture, as it creates an illusion of reality and seems to transport him actually into the pictured situation.

Although the stereograph is one of the most effective of visual aids to instruction, certain limitations must be observed when fitting it into the teaching plan. It must be used as a part of the preparation rather than during recitation. It should be used as a reference, relating directly to the general subject or special topic under consideration. Otherwise, much time may be wasted and the tool may become ineffective.

The low cost of the stereograph is one of its chief advantages. Selections may be made from an almost unlimited list of offerings at twenty-one cents each. Special selections or sets are available at a slightly lower price per picture. With reasonable care, they will give many years of service.

Stereoscopes, through which the third-dimensional effect is secured, are likewise inexpensive.

*Attention is directed in this month's discussion of visual aids to the stereograph and the glass slide. While the stereograph is highly effective for individual instruction, the glass slide serves equally well for group instruction and has, in fact, been subject to changes making it adaptable to almost any situation. As in all visual education aids, however, materials must be selected carefully and fitted into the teaching plan with wisdom*

Two or three will be sufficient for the average room or group of rooms using the same set of materials. They range in price from \$1.75 to \$3.50 each. The latest development is a telebinocular, which is small, all metal, and practically indestructible.

Just as the stereograph is highly effective for individual instruction, the glass slide serves equally well for group instruction. Many teachers use it as a review of instruction given by means of the stereograph. Beyond doubt, the two aids are most effective when used together. For this reason,

many duplicate glass slides of stereoscopic views are available for individual selection and in organized sets.

The cheaper substitutes for the glass slide serve well in many situations but do not detract from the potential value of the lantern slide. The slide remains the most useful projected still picture, giving accurate reproduction and clear projection under all ordinary conditions.

A few years ago the glass slide was generally considered to be a delicate arrangement of glass and printed picture to be used sparingly and to be handled with the greatest of care. Pupils were seldom permitted to do more than to study the projected pictures. Now it is common enough to find in the average school collection many slides that have been constructed by the pupils in various grades. The pupil-made slide is a powerful motivating force.

Homemade slides are of many types. Small pupils may cut out silhouettes, place them between two pieces of slide cover glass, and project them to a screen or against the blackboard. Pencil drawings may be traced on etched glass and projected.

Colored pencils may be used to secure almost any desired effect. For more permanent slides, colored inks serve well. Ordinary drawing ink adheres to the glass well and produces solid outlines. A simple coating of clear shellac makes the surface of the glass susceptible to plain or colored ink and pencil.

A more recent development has been the use for the construction of slides of cellophane and also of a transparent plastic material related to celluloid which has a cellulose acetate base. Less expensive than glass, these materials require less space for filing. Drawings and tracings may be recorded on the cellophane, placed between two glasses, and projected. Typed material, such as course outlines, examination questions and problems may be transferred to cellophane through carbon paper at a production cost of two or three cents a slide. Many teachers use this form of slide extensively.

The other material with the acetate base may be secured in almost any thickness. It is translucent and comes in a variety of tints. Thin sheets of it should be placed between cover glasses for projection, but the material is available in sheets that are thick enough to be used as a substitute for glass. It is exceptionally fine for slide construction in the lower grades, as it eliminates entirely the danger of breakage. It is also slow to burn.

The various types of homemade glass slides, although highly effective, do not lessen the need for carefully constructed photographic slides, plain and tinted. Many are available, and they relate to almost every subject in the school curriculum. Larger school systems should develop collections of slides to fit their needs and smaller systems will find it economical to secure slides on loan from university extension divisions and other distributing organizations. The average cost of plain slides is approximately 50 cents and tinted slides range in price from 65 cents upward. Some effective map



Keystone View Co.

*Telebinocular in place with stereograph in full view.*

slides, providing extreme portability of maps, are available at \$1.75 each.

Projection equipment for glass slides is inexpensive and simple to operate. Complete outfits, including projector, carrying case, extra lamp and screen of classroom size, range in price from \$75 to \$85. The cost of upkeep is slight and with such equipment, good pictures are possible in rooms that have been darkened only slightly.

The accumulation and distribution of stereographs, stereoscopes, glass slides and lanterns should be centralized for the school unit or school system, thus avoiding waste through duplication. The ideal situation would be that in which each department of the school could have its collection of materials and equipment. Even in such a situation, it would be desirable for someone in charge to act in an advisory capacity, instructing teachers.

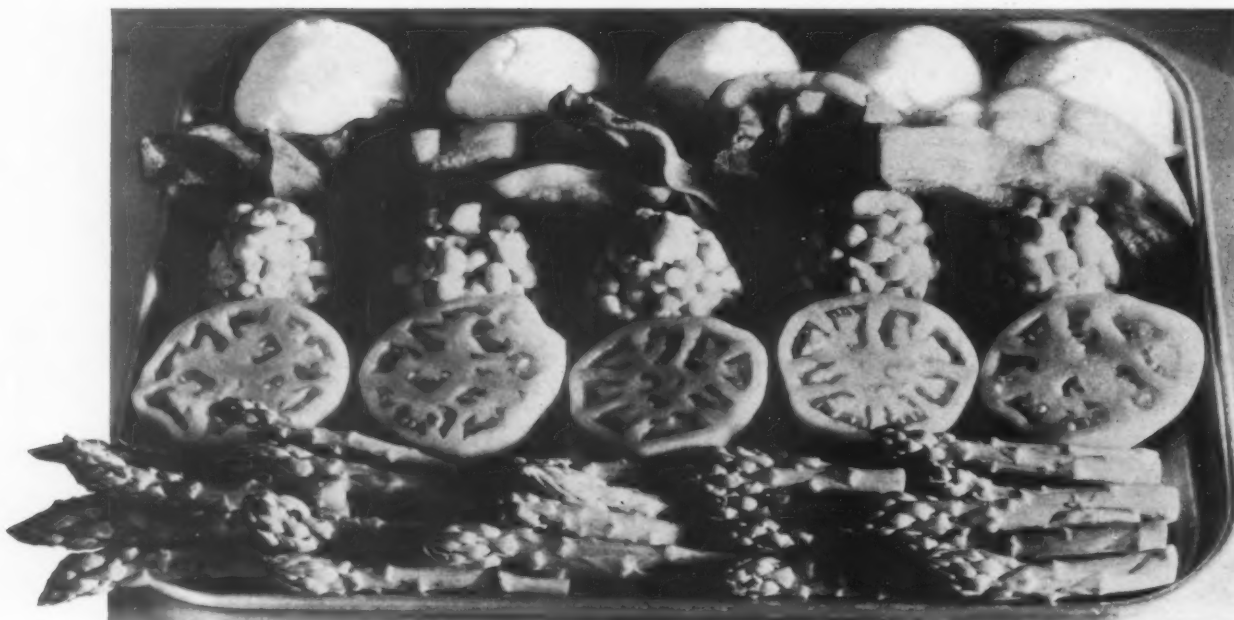
Regardless of the rapid strides that have been made in adapting the sound and silent motion pictures to educational purposes, many schools are finding it desirable to inaugurate the visual instruction program with still pictures.

The foregoing discussion would be pointless unless stereographs and slides contribute something of value to pupil, to teacher or to both. They can add materially to the effectiveness of instruction, if properly applied. Interest, achievement and retention are increased. Carefully conducted experiments attribute those definite values to illustrative materials. Their success in practice is further attested by the increasing emphasis upon visual presentation in the classroom. Such results may not be expected unless the materials are selected carefully and fitted into the teaching plan.



*"Westward Ho!" Fifty or more families on the move journey but only Comstock wagon withstood the strain. These were called "prairie schooners" because many of the bodies were shaped like boats with caulked floors and the canvas tops looked like sails from a distance.*





## Adequate School Luncheons at Low Costs

By CONSTANCE HART

Director, School Lunchrooms, Rochester, N. Y.

**I**NTELLIGENT direction of feeding is a vital factor in preparing the child for healthy adult life. It is the responsibility of every lunchroom manager to do what she can to guide the child in proper selection of foods and to help him to formulate good food habits.

Inadequate diet over a prolonged time means injury to the child's normal development that will take years to repair. Poverty is not the only cause of malnutrition. It has been estimated that from 15 to 25 per cent of all children of school age are undernourished. Malnutrition is caused not only by lack of food but also by the wrong kind of food. Many children do not eat enough because the diet is monotonous or because the food does not look attractive or is not well prepared. The school lunch can contribute much to the child's habit forming years. Nine children out of ten that have been trained to select food wisely

*Miss Hart's earlier articles on the school cafeteria, presented in conjunction with Howard L. Briggs, director of vocational education, Cleveland, have won her recognition as an authority on this subject. Particularly timely is this discussion on emergency school feeding presented recently before the New York State Dietetic Association*

at this time will continue to do so the rest of their lives.

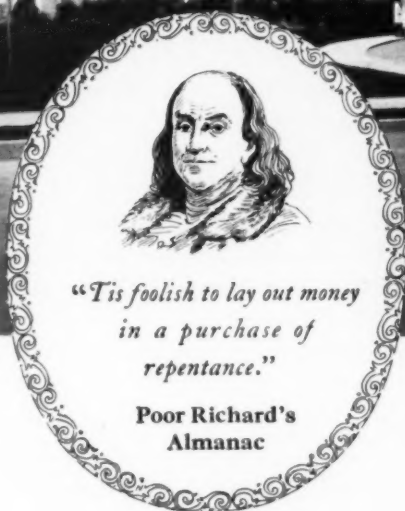
The lunchroom is an excellent place to build good food habits. The primary aim of all school lunchrooms should be to make available warm lunches of maximum nutritive value, carefully prepared under sanitary conditions at a minimum cost per service and to develop on the part of pupils intelligent discrimination in selecting foods. If a lunchroom can

do this it has laid a foundation of health habits.

This, of course, can be achieved only by the hearty cooperation of the entire school, from the highest to the lowest member of the staff. Faculty members and pupils must be made to see the educational value of the school lunchroom. It should be considered as a laboratory where good food habits are taught, where courtesy and cheerfulness are emphasized and where sanitation is paramount.

Cleanliness may be expressed in a variety of

# "Poor Richard's" spirit must have guided the Benjamin Franklin School's choice of Sealex



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*floors and walls*



ways. Not only must the counter be kept clean, but glass shelves should be polished, sherbet glasses should sparkle and silver should shine. Metal containers should be scoured, and, above all else, plates should be constantly inspected for absolute cleanliness. Indeed, the principles of good citizenship and the rights of one's schoolmates may be taught here also.

Of course there still are school lunchrooms throughout the country that are being run by untrained people with little knowledge of foods.

*The school lunch needs to be carefully prepared and inviting to the eye. In addition it should be served in attractive surroundings as part of the cultural background which every modern school should provide. This does not necessarily entail large expense. Introduction of gay chintz hangings at the windows or potted plants at the tables will accomplish wonders. There is a possibility, too, of utilizing the talent of pupils as revealed in their art work to transform gray walls into colorful settings. The Editors will be glad to hear from managers of school lunchrooms who have succeeded in introducing a decorative note in their food service*

Lunchroom managers still offer meat, potatoes, white bread, pie and pop, and do little to encourage children to eat such protective foods as milk, vegetables and fruit. In fact, they discourage pupils from buying vegetables because those that they do offer are badly prepared and unattractive.

Vegetable plates can be made most attractive. Variety and contrast should be planned in advance. A hit or miss piling up of vegetables never appeals to the eye or appetite. An example of a well balanced and attractive vegetable plate is the following: parsleyed potato, buttered new carrots, either julienne or in circles, and an individual service of spinach with a quarter slice of egg on top. Many cafeteria operators complain that vegetable plates require too great a variety of vegetables and take too much time. To serve vegetable plates economically, a large pan can be arranged with all of the foods in definite rows and in the form of individual services so that the server, starting at the left of the pan, transfers the foods to the plate, removing a complete row from the pan to the plate.

Vegetables should be cooked to hold color; they must not be overcooked. For this reason it is desirable when possible to have cooking periods terminate at different times during the luncheon period. Fresh cabbage cooked for a short time maintains its pale green color, it is more palatable and more of the vitamin C is saved. Asparagus can be prepared to better advantage by separating the tough ends from the tender tips and cooking each for different lengths of time. This makes it possible to preserve the fresh color, the contour and the texture of the tips while at the same time the tougher parts of the asparagus are cooked thoroughly. In placing asparagus on trays, the larger portion may be placed at the bottom with the tender tips on the top for decorative effect. This arrangement makes it possible to give every patron a fair distribution of base and top. The appearance of vegetables can be changed by cutting them into cubes, circles or thin strips or by serving them whole or mixed.

Food is often disadvantageously placed on the counters. Foods that are less desirable for the child are often placed first, while milk, fruit and hot foods come last. Counters are not made to look attractive. Food is not arranged in even rows. No thought is given to color contrast. All foods are of the same height and the child is likely to look over the

whole mass of food and without proper discrimination to select the first thing at hand.

We must help the child make the right selection. First of all we want him to select a hot food. Therefore, the steam table should be placed at the beginning of the counter. Then should come salads, milk and finally desserts. Candy should not be offered until after the line has gone through and then only simple brown sugar and molasses varieties. Food that the child should eat should be sold at a lower price than the less desirable food. For instance, the lunchroom manager wants pupils to buy simple desserts of the custard and fruit type, so she charges 5 cents for those and 6 or 7 cents for less desirable foods.

Tray lunches aid wonderfully in helping children to select food wisely. The elementary school pupil is too young to make his selection intelligently so the manager must plan a menu for him. Such lunches might be (1) cream of vegetable soup, whole wheat bread and butter sandwich with lettuce between, stewed prunes and cocoa; (2) creamed noodles and eggs, fresh fruit and cocoa,



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of 33.83%. A normal heating season for that area, based on Government records, will average 6783 degree days, the saving would therefore represent \$1754.00 per normal heating season.

De La Roche Hall rebuilt in 1933 now has a similar system, (one zone), but as the change-over was carried on during the 1933-1934 heating season comparative fuel data is not available.

This operating data is given with the permission of Father Christopher Hee, Procurator of St. Bonaventure College, (St. Bonaventure, N. Y.) and the information can easily be verified through him.

School heating change-overs to Dunham Differential under PWA loans actually pay large permanent monetary returns in addition to complying with self-liquidating requirements desired by the government. Modernization of such plants is accomplished rather easily as neither boilers, piping or radi-



ation need to be changed. We will gladly make a preliminary survey of your present heating system without cost to you. Change-Over work can be done by a heating contractor of your own choosing. On new building projects we will cooperate with your architect and consulting engineer.

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*The total cost of this tray lunch is 7½ cents and the tray is sold for 12 cents. It contains a well balanced meal of nine different items.*

or (3) vegetable stew, bread and butter, cup custard and milk. A table can be provided for additional food that may be purchased, such as sandwiches, fruit, milk and plain molasses or brown sugar candy.

Last year in Cleveland between nine and ten thousand special lunches per day were served. These lunches consisted of meat or meat substitute, potatoes, vegetable or salad, whole wheat bread and butter, custard or stewed or fresh fruits. The same lunch, which sold for 12 cents, was offered to the entire school as well as to the indigents. A special of soup, salad and whole cereal bread for 10 cents was also offered. Another special of soup and bread and butter was offered for 3 cents. Food for these lunches was carefully prepared. The soups were made of whole milk and butter. Fresh vegetables were offered. Many different kinds were served so that children would become familiar with them.

The public school cafeteria has the same patrons day after day. Variations in the menus and in the appearance of the counter are most essential. Again, because of the customer's limited funds, the variety that may be offered is not as large as might be desired. Therefore it becomes even more important that the foods be presented in a different form from day to day.

In many Cleveland schools practically no food was sold that was not a special lunch. The children knew they were getting a bargain and they realized that there was much more on the tray than if they had bought food by individual items from the

counter. Thus they were being helped to select their lunches wisely.

No substitution was made on the trays. If a child wanted white bread instead of whole cereal bread, he did not get the advantage of the tray price. At first the children did not like the whole cereal breads but after a time they learned

to prefer them. In one lunchroom we had great difficulty in getting the children to buy the dark bread. When two years later, by some mistake, the baker delivered all white bread, one child after another said, "I want whole cereal bread." This incident shows what habit and a little persistence on the part of the manager will do.

Some work along this line is being started in Rochester. One school runs a 7 cent tray lunch consisting of soup and a simple dessert. This food is really supplementary to the home brought lunch.

INCREASE IN CONSUMPTION OF CERTAIN FOODS IN CLEVELAND LUNCHROOMS

Item	1930-31	1932-33	Increase
Dry fruit.....	12,368 lb.	30,028 lb.	17,660 lb.
Cheese.....	19,528 lb.	26,047 lb.	6,519 lb.
Butter.....	69,307 lb.	84,099 lb.	14,792 lb.
Whole Milk.....	830,390 qt.	1,163,602 qt.	333,212 qt.
Whole cereal bread.....	242,107 lb.	354,811 lb.	112,704 lb.
Vegetables, canned.....	2,719 doz.	3,140 doz.	421 doz.
Vegetables, fresh.....	No. 10	No. 10	No. 10
(not including potatoes)	293,812 lb.	394,959 lb.	101,147 lb.
Fruits, canned.....	1,875 doz.	1,761 doz.	No. 10
Fruits, fresh.....	113,666 lb.	182,183 lb.	68,517 lb.
Fruits, frozen.....	16,430 lb.	14,177 lb.	

Two other schools are serving 12 cent lunches, another is experimenting with a 9 cent lunch and still another with a 10 cent lunch.

Food percentages vary in different communities. A workable lunchroom set-up in normal times is: food, 68 per cent; pay roll, 18 per cent; replacements, 2 per cent; cleaning supplies, 1 per cent; manager's pay roll, 7 per cent, and administrative expense, 4 per cent.

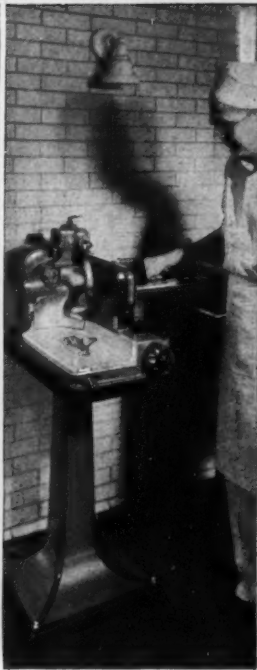
Under present conditions this set-up has been

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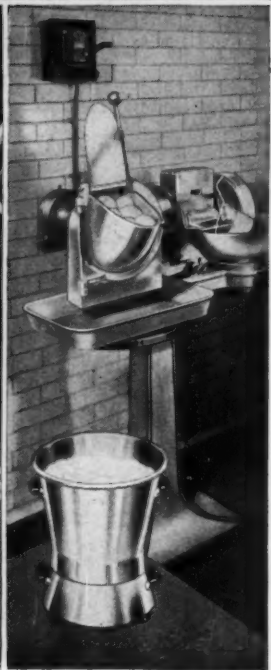
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changed. A greater allowance has to be made for labor, which in some instances is as high as 30 or 35 per cent of total sales. The food on the following lunches runs 62 per cent but the average tray cost is about 59 per cent.

The tray lunch illustrated on the preceding page of this article contains:

- 1 No. 20 scoop of mashed potatoes
- 3 stalks of asparagus
- 1/3 cup carrots and peas
- 1/2 sliced tomato
- 1 strip of bacon (17 strips to the pound)
- 2 slices of whole wheat bread (2-pound loaf cut about 1/2-inch slice)
- 1 pat butter (cut 50 to a pound)
- 1/2 pint milk
- 1/2 canned peach

The total cost of this tray is 7 1/2 cents and the tray is sold for 12 cents.

Tray lunches must be carefully worked out not only from the standpoint of food value but also from the financial end. This necessitates standardizing recipes and setting up standard plate lunches. There should be enough of these planned

so that suitable variety is offered to the children.

Examples of such specials are the following:

- 1/2 cup chili con carne
- 1/2 cup mashed potatoes
- 1 wedge buttered cabbage
- 2 slices whole wheat bread and
- 1 pat butter
- 1/2 pint milk
- stewed fruit (4 prunes) or custard (4 ounces)

- 
- 1/2 cup scrambled eggs and buttered noodles
  - 2/3 cup cabbage and carrot relish
  - 2 slices whole wheat bread and
  - 1 pat butter
  - 1/2 pint milk
  - jellied tomato salad
  - apple or dried fruit (4 prunes or 5 apricots)

The accompanying table shows how sales of vegetables, fruit, milk and whole cereal breads increased from 1930 to 1933 in Cleveland. At the same time the lunchrooms were financially sound.

## How We Solved Our Hot Lunch Problem

By H. WEFALD

Superintendent of Schools, Dassel, Minn.

The noon lunch problem in the small consolidated school is sometimes vexatious. It is an accepted fact that a hot school lunch is desirable from a health standpoint, particularly for rural pupils.

It had been customary for us to hire a woman to cook the hot dish and supervise its serving. Recent retrenchments have eliminated this service. Last year the hot lunch was prepared by the home economics teacher and her pupils, but the usual difficulties popped up, and the service became a burden, particularly for the teacher.

We tried several schemes to learn the number of pupils who would partake of the hot luncheon dish, but none of them worked well. To provide a menu to suit the palates of all pupils or even the greatest number of them was impossible. Some wanted cocoa for each meal. Some did not like rice dishes and on the days we served rice there was dearth of patrons. We tried posting the menu a week in advance, but a number of pupils, after indicating their desire to take hot lunch on the days signed for, changed their minds.

Of the 150 pupils who carried their lunch to school only a scant two dozen were regular patrons. It often happened that many pupils would have a sudden inspiration to take hot lunch, and the quantity of lunch prepared on the basis of previous indications was not sufficient.

This year, at the suggestion of the teacher of home economics, we determined to try a new plan. A questionnaire was prepared and sent home to the parents by about 150 pupils; in this we endeavored to get the opinion of parents.

The plan we suggested was to have the pupils bring a

cooked dish to school along with their regular lunch, and let us heat this dish for them. The food to be heated was to be contained in a pint fruit jar with a cover, on which was inscribed the name of the pupil.

The parents seemed to favor the new plan, and it was inaugurated. It is working out well as far as we are concerned. The children appear to enjoy it and an increasing number are beginning to take advantage of a hot noon dish. The scheme eliminates dish washing which had been the task of the domestic science department.

We have been curious to see what type of dishes the pupils brought with them. From a casual perusal I have listed these foods in the order in which they predominate:

1. Milk soups—potato soup, milk and rice, hot milk, dumplings in milk, tomato soup.
2. Goulash dishes—rice and tomatoes, spaghetti and tomatoes, macaroni, hash.
3. Puddings—rice puddings, chocolate puddings, starch puddings.
4. Cocoa or chocolate.
5. Meats—meat balls and gravy, chopped meats and gravy.
6. Coffee—not common, but brought by some pupils.
7. Fruit and vegetable dishes—very uncommon.

Our lunchroom is supervised and order is maintained as far as room and table cleanliness are concerned. The teachers take turns by the week in supervising the lunchroom. The room has recently been renovated. Table tops were painted green, colorful curtains were added, and more table space was provided. Whereas the room was little used before, it now houses nearly all of our rural pupils, and an atmosphere of real enjoyment prevails. We encourage pupils to eat in leisurely fashion and provide recreation in an adjoining room for those who must await their turn at the tables. The pupils are happier, and the home economics teachers no longer dread the approach of the noon hour.

HERE ARE—

two shade cloths which can  
be used by any school for

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In any color tone and width to 150 inches.

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Inter-twill is of unusual strength and durability. Especially recommended if more than ordinary wear is demanded of a window shade.

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Also SILVER SCREENS for Moving Pictures and  
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It pays dividends to give workmen the protection of Dayton Safety Ladders. Stand without wobbling or tipping, permit workmen to use both hands. Straight back allows close work in corners, against walls. Made of durable airplane spruce, in sizes 3 to 16 feet.

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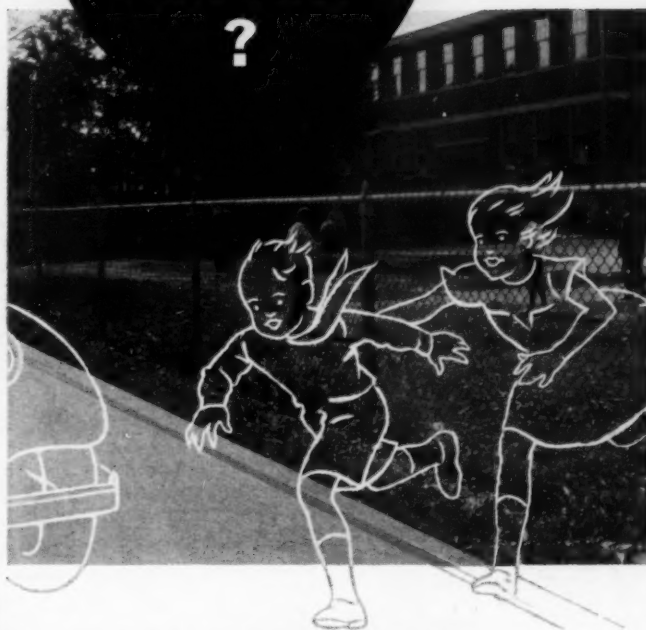
The Dayton Safety Ladder Co.  
121-123 W. Third St. Cincinnati, O.

# DAYTON Safety Ladder

Stock carried on Pacific Coast by E. D. Bullard Co., Los Angeles and San Francisco, and by 160 other distributors from coast to coast. Made and distributed in Canada by Percy Hermant, Ltd., Toronto.

MUST  
CHILDREN  
BE  
PROTECTED

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You can always feel a sure confidence in your accomplishment and its effect upon the public when you install a Cyclone Fence. Adequate fencing reduces traffic casualties, prevents trespassing, and discourages vandalism. It saves the teachers much worry and simplifies direction and discipline. Cyclone Fence with its long life and attractive appearance satisfies every requirement for school and playground protection. Its original cost is small compared with the grief surrounding a single accident.

When you plan fencing, and there is no better season than right now, do not fail to learn of Cyclone Fence endurance, manufactured by a company with 47 years of quality fence building experience.

Cyclone Fence may be erected by factory trained experts and we welcome an opportunity to study your fence needs with you. Address Dept. N. S. for catalog.

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# Cyclone Fence

REG. U.S. PAT. OFF.



# MODERN PRODUCTS *for the* SCHOOL

## Patching Material for Repairing Wall Surfaces

A new patching material, Stonhard Wallseal, for repairing broken and spalled wall and floor surfaces, both inside and outside, has been announced by Stonhard Company, 401 North Broad Street, Philadelphia. This new patching material, according to the manufacturer, contains an expanding material that compensates for the evaporation of water and causes the material to lock securely and adhere permanently to the surface to which it is applied.

The material comes in powder form and is mixed with water to produce a stiff paste. This paste may be applied with either a trowel or a putty knife and will dry in twenty minutes, according to the manufacturer.

## A Dustless Sanding Machine for Schools

There are many uses for a sanding machine in schools. With such a machine it is possible to keep blackboards, desks and similar school property in first-class shape. There are also many uses for a sander in manual training shops and the machine offers practical experience for the pupils.

An improved, portable, electrically driven, balanced bench sander for



wood, metal, stone and marble sanding applications has just been placed on the market by American Floor Surfacing Machine Co., Toledo, Ohio. The American Sanderplane No. 2 is equipped with a dust collector, which is an important feature, as it not only protects the health of the operator but also keeps the worker clean, as well as the room in which it is operating. The

machine is so balanced, it is claimed, that it can be operated with one hand.

The accompanying illustrations show two applications of the American Sanderplane No. 2 in school buildings. In one of the pictures the sander is



being used to recondition blackboards and in the other picture the machine is being used to refinish pupils' desks.

The American Sanderplane comes equipped either with or without the dust collector. The dust collector is built into the machine and is not an attachment with an extra motor. The machine weighs 18½ pounds with the dust collector. It has a rocker type sanding shoe, which permits following irregular surfaces without cutting grooves.

The belt size is 3 inches wide by 25 inches long, and the belt speed is approximately 820 feet a minute while the machine is working at maximum capacity. The belt may be quickly changed by tipping the machine on end so that it rests on the forward pulley, which depresses the pulley and locks it in that position.

## Low Priced Fountain Pen for School Use

A new type of fountain pen that has attracted favorable comment among school executives has recently been placed on the market. Two outstanding features of this pen from the school viewpoint are its low price and its interchangeable point.

A third feature is an improvement in the point, which is made of Duralcrome—a new metal of platinum-like appearance that takes and holds a finely tempered point, according to the manufacturer, Easterbrook Pen Co., Camden, N. J.

The interchangeable feature gives

the purchaser a choice of points when the pen is bought or the point renewed, and eliminates the necessity of returning the fountain pen to the factory for repairs. Eight styles of Re-New Points are available, suitable for all purposes and types of writing. The points may be changed easily and quickly and the replacement cost, according to the manufacturer, is less than ordinary point repair. All parts of the same size fountain pen are interchangeable.

There are two types of holders designed especially for school use. One of these holders is designed for general school work, penmanship and stenography, and the other holder, which is slightly larger, is for high school, college, business and general use.

## A "Machine Gun" Fire Extinguisher

Yearly fire losses in the United States have reached the astounding total of \$501,980,623, an increase of more than \$42,000,000 in one year. It is axiomatic that large fires usually have small beginnings, and fire authorities say that a quick-acting fire



extinguisher is one of the greatest single aids to fire prevention.

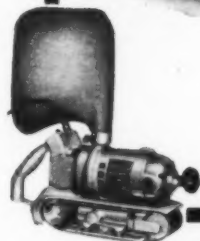
A new type of fire extinguisher has been announced by Wil-X Manufacturing Corporation, 29 Ryerson Street, Brooklyn, N. Y. This new "machine gun" extinguisher has the pump on the outside of the cylindrical container where it cannot gum



## "MY BUDGET'S O.K. I'VE AMERICANIZED!"

the Wise School Buyer Says.

You, too, use AMERICAN Floor Maintenance Equipment and Save on Maintenance Costs—That's exactly what you can do with an AMERICAN!

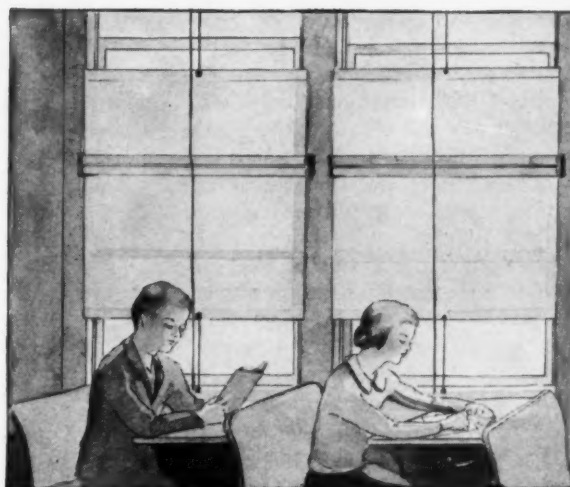


We offer a complete line to choose from—regardless of your floor needs—a service you cannot obtain from any other one source. Shrewd school men the country over are "AMERICANIZING." It will PAY you to let us help you.

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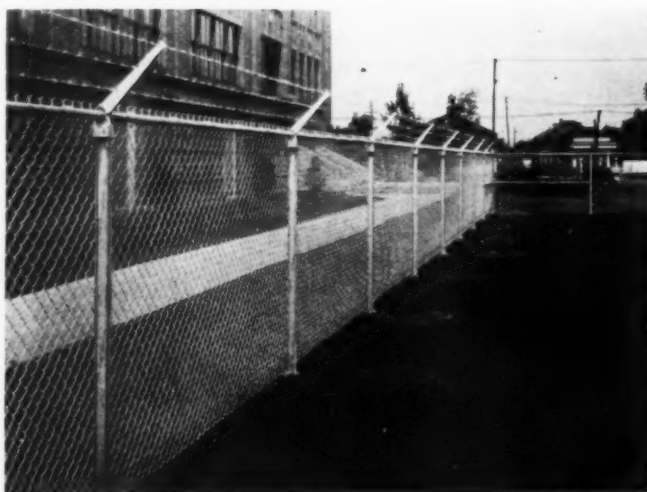
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New construction features make Continental a better fence. You can prove it on the basis of visible value. For instance, Continental fence gives you: Heavier and stronger H-section line posts; new 7" long top rail coupling that fits inside as well as outside; new tension locking pin that eliminates all nuts and bolts

in holding fabric to terminal posts; 20 to 50% more fabric ties and all rust proof; improved pivot type hinges which insure perfect operation of gates without any maintenance. Write for new catalog that proves Continental fence gives lower cost per year of service.

**CONTINENTAL**  
Chain Link  
**FENCE**  
OFFERS LOWER COST PER YEAR OF SERVICE

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Manufacturers of Billets, Rods, Wire, Barbed Wire, Nails; Chain-Link, Lawn, Farm and Poultry Fence and Gates; Black, Galvanized, Galvannealed and HRA, Special Coated Sheets; Galvanized Roofing; (also "Seal of Quality" roofing) and kindred products.



A SCHOOL  
bath towel that

costs you only 95c per dozen per year

FIGURE towel costs in service, not initial price. The SUPER-GYM by actual test and experience lasts from 5 to 7 years. It costs you less than any other towel for this reason.

Heavy, absorbent, soft (20x40, a full half pound), it is made of double-ply yarns with stout woven tape selvages and woven tape between each rib of terry. A school towel in every sense of the word. Write today for a sample.

### THE NAME OF YOUR SCHOOL

The name of your school can be woven into the SUPER-GYM. The towel will withstand severe abuse and hundreds of washings. You will get real service not possible with any other towel.

**GEO. McARTHUR & SONS**  
Baraboo Towel Mills  
Manufacturers  
BARABOO : : : WISCONSIN

up, jam or corrode, according to the manufacturer. The pump never comes in contact with the liquid, only compressing air which forces the liquid out under high pressure. A quick lift of the pump, and the Wilbur extinguisher puts forth a steady stream of Wil-X Liquid.

The extinguisher is easy to aim, and operates with machine gun accuracy, it is stated. It is hermetically sealed when not in use in order to prevent leakage or evaporation. The Wil-X Liquid is a nonconductor of electricity, and will withstand a temperature of 52 degrees below freezing, it is claimed.

The pump and nozzle fold down alongside the extinguisher when not in use. In action the pump is raised quickly, which opens the sealing valves. The valves close automatically when the pump is lowered, shutting off the stream and saving the remaining liquid.

### A New Development in Room Lighting

Three intensities of light may now be secured from one lamp in an indirect lighting fixture, according to Curtis Lighting, Inc., 1119 West Jackson Boulevard, Chicago, which firm has developed a line of modern indirect lighting luminaries for use with a new lamp. This lamp is available in a regular 300 or 350-watt size with two fila-



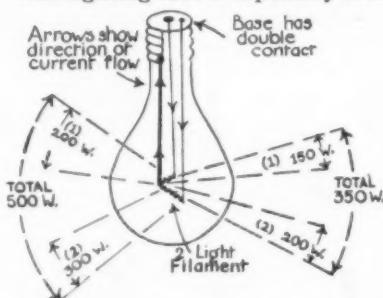
*This is one of several designs in which the luminaries are available.*

ments, each of which may be lighted alone or together.

In the 300-watt lamp, as an example, by turning on the switch that controls one of the filaments, the intensity of a 150-watt lamp is secured. Turning on the other gives the intensity of a 200-watt lamp. Both filaments may be operated at the same time, giving a total output equivalent to 350 watts. Where only a single circuit wall switch

is used a pull switch may be installed at the fixture to obtain two intensities of light. Two small pull switches installed in the fixture would then provide the three intensities.

This lighting idea is especially inter-



Courtesy - Curtis Lighting, Inc.

*This shows how the one lamp provides the intensity of one, two or three lamps.*

esting to schools, it is pointed out, because it permits a general intensity of light during the hours when artificial lighting must be used. The accompanying illustration shows one of the several designs in which the luminaries are available. The luminaries which Curtis has developed for use with these lamps are fitted with x-ray reflector and with chain or rod hangers.

### Binding Cloth for Repairing School Textbooks

Soiled and dilapidated textbooks and library books are likely to have a bad effect on the study habits of pupils, but many schools, owing to lack of funds, have been unable to purchase new books to replace those worn out from use.

When books become worn out, however, it is not always necessary to purchase new ones; in fact, in some cases it is extravagant to do so. Old books can often be put in first-class shape at small cost by rebinding them.

Interlaken Arco Bindings is a new line of washable cloth particularly adapted for school books and textbooks. The material resembles book cloth. It is said to be waterproof, verminproof and to resist finger marks. The washable feature is, of course, of especial importance for school books. The line is available in three grades and four finishes in each grade as follows: dyed vellum, linen vellum, dyed unfinished and linen unfinished. All the grades in dyed vellum and linen vellum may be obtained in any of twenty patterns. Standard size rolls are forty yards long.

Interlaken Mills, Providence, R. I., is the manufacturer of this product.

### Movie Camera Designed for Speedy Loading

Announcement has been made by Bell & Howell Company, 1801 Larchmont Avenue, Chicago, of a new 16 mm. magazine-loading motion picture camera, light in weight, attractively priced and rectangular in shape. This new camera goes by the name of Filmo Model 121.

The magazine-loading feature makes for instantaneous loading. The operator simply slides in a fifty-foot film magazine, closes the camera door, and



the camera is loaded. The unfinished film can be interchanged with film of another type at any time, even in daylight, with the loss of but a single frame.

The camera has two viewfinders. Two speeds, sixteen and twenty-four, are provided for, as are single frame exposures. This provision opens up many interesting possibilities in animation work. An exposure chart covering all outdoor light conditions, seasons, subjects and hours of the day is built into the camera's side. There is a film footage dial and a permanently attached, folding winding key.

### New Metal for Surfacing Kitchen Equipment

Apollo ChromCopper is the name of a new metal for surfacing developed by Apollo Metal Works, La Salle, Ill., for refrigerators, steam tables, drain boards, coffee urns, meat warmers, ice cream cabinets and other school kitchen equipment.

Apollo ChromCopper is the product of an electrical fusion. Chromium is plated on to the base of metal copper, and the advantages of both metals are retained, according to the manufacturer. The finish is said to be resistant to corrosion, enduring and economical.

# HERE'S *Balanced value* FOR LARGE FLOOR MAINTENANCE

LONG  
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## ... why more users are changing to JOHNSON'S NO BUFF Floor Finish

● Not too much of one quality or too little of another. The ideal no rubbing, no polishing floor finish must give an ideal balance between these all-important five features.

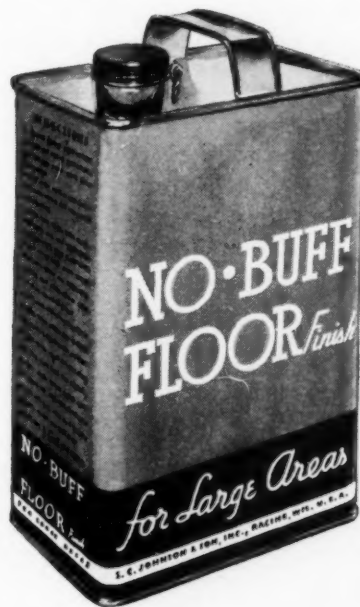
Hundreds of users, responsible for maintaining large floor areas, have found what they were looking for. They get balanced value in Johnson's No Buff Floor Finish—an ideal balance between long wear, easy application (no rubbing! no polishing!), quick drying, high lustre, and low price.

That's why sales of Johnson's No Buff Floor Finish are steadily going up.

Have you tried this remarkable new No Buff Floor Finish? The coupon brings you a free sample big enough for a real test.

**TRAFFIC WAX**—another new Johnson product—a genuine wax made as nearly perfect as possible for hard service on large floor areas. We believe it is the most economical long-wearing product ever developed for maximum protection and beauty to floors. Both liquid and paste forms. New low scale of prices.

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World's largest makers of floor maintenance materials

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# THE NEWS OF THE MONTH

## Executive Committee of Department of Superintendence Meets to Plan Year's Work

By E. E. OBERHOLTZER

President, Department of Superintendence

The first meeting of the executive committee of the Department of Superintendence of the N. E. A. for the new year was held in Cleveland on March 1. Four new members were seated on the board—the president of the department, E. E. Oberholtzer, superintendent of schools, Houston, Tex.; the second vice president, Supt. A. J. Stoddard, Providence, R. I.; member of the board by election, Supt. George C. Bush, South Pasadena, Calif., and Supt. Ben G. Graham, Pittsburgh, filling the vacancy caused by the resignation of Supt. Herbert Weet, Rochester, N. Y.

The second meeting of the executive committee was held in Pittsburgh on April 14 and 15, for the purpose of planning the year's work. Considerable time was given to discussion of the report presented by Dr. John K. Norton, chairman of the Joint Commission on the Emergency in Education.

### *Emergency Plan Approved*

It was decided at this meeting to approve the plan of the Joint Emergency Commission for extending its work during the coming year. The Joint Emergency Commission was changed in name to the "National Commission on Education" to indicate a change in purpose and some change in personnel. This commission now has enlarged its scope of work and broadened its program so as to include the appraisal of present day education, as well as long term planning for such changes as may be required to enable the schools to meet as effectively as possible the challenge presented to them in these days of changing social, industrial and economic orders.

The personnel added to this commission consists of two members to be appointed by the president of the Department of Superintendence and two members by the president of the National Education Association. Superintendent Stoddard was appointed to this commission as one of the members from the Department of Superintendence, the other member to be named when the executive committee

meets in Washington this summer. President Jessie Gray of the National Education Association has appointed the following members to represent the N. E. A. on the commission: President Lotus D. Coffman of the University of Minnesota, and Blanche McCarthy, teacher in the high school, Appleton, Wis.

### *The Commission's Program*

The tentative plans of the commission call for the organization of a conference of outstanding persons to develop activities, such as the following: (1) a survey of important researches and pronouncements relating to educational reconstruction; (2) definition of crucial issues, and (3) cooperative formulation of a program for educational recovery. A group of consultants broadly representative of all educational interests will be called upon to assist at each stage of this program. As a first step, a directory of committee and organizational activity, affecting the forward development of American education, is now being prepared.

The income of the department is derived from four sources: membership dues, subscriptions to the educational research service, sale of yearbooks, and the convention exhibit. The report of the executive secretary showed that the receipts from all sources for the calendar year 1933 were \$39,931.97, and that the expenditures were \$39,568.20. The cash balance on January 1, 1934, was \$17,021.38. It was reported that receipts of membership dues for the current year are likely to be larger than for 1933. After consideration of the various projects which must be carried on, expenditures of \$40,510.46 were authorized for the current year.

Plans for a concerted drive to secure additional memberships in the Department of Superintendence and new subscribers for the educational research service were developed. The drive is to be organized through seven regional groups of states, each in charge of a member of the executive committee. The educational research service is to receive first attention.

In a resolution adopted at Cleveland, it was stated that, with the rapid changes now taking place, a longer planned program for the Department of Superintendence is necessary, if it is to keep abreast of modern educational thought. The convention, therefore, directed that a committee be appointed to study, investigate and recommend such changes in the name, the objectives, the functions and the structure of this organization as will enable it to provide more effective and aggressive leadership. At Pittsburgh, the president was authorized to appoint a committee of five school superintendents to carry out this study and to report its findings to the executive committee before the next convention.

The executive committee has chosen Atlantic City, N. J., for the 1935 meeting, to be held February 23 to 28.

From a review of the appraisal of the Cleveland convention, a great majority of those members answering the questionnaire highly endorsed the group meeting program arranged by former president Paul Stetson. These meetings were highly successful in bringing into service a large number of members who had not heretofore had an opportunity to take part in the program. It is the intention of the executive committee in the arrangement of the program for next year to carry on this feature with some modification, simplifying the organization of the groups and providing for more intensive study in preparation for the discussions. The members appreciated very much the convention exhibit and the opportunity for incidental conferences on professional matters. It is believed that the more we can bring the membership into some kind of active service, the greater will be the results accomplished by our department.

## New Jersey Principals Hold Spring Meeting

The spring meeting of the New Jersey Elementary Principals Association was held recently in Union, N. J., sessions being held in the Washington School. Among the speakers were George Smith, principal of Roosevelt Junior High School, Westfield, and John A. Spargo, assistant commissioner of elementary education of the state department of education.

# DUO-SAFETY COMBINATION LADDER

**All Ladders in One—**  
STEP-EXTENSION-TWO-MAN-  
PLATFORM AND LADDER-TRESTLE

Every year step ladder injuries cost thousands of dollars. To decrease this appalling and preventable injury and expense requires the co-operation of both management and employee. The school managers can do their part by installing Duo-Safety Ladders. These ladders are adapted by janitors of Public Buildings, Churches, Theaters and Schools for painting, cleaning and servicing lights in auditoriums and assembly halls and also outside work as shown in upper right-hand corner. These ladders fill every requirement with the greatest possible safety protection. Your electricians, carpenters, painters and maintenance men will do better work and in less time when they know the ladders are safe.

The Duo-Safety Ladder is so designed that it can be placed in any position—saving time and giving easy access to the work. Perfectly balanced—cannot wobble or sway. Ideally suited for every type of repair and maintenance work in schools, auditoriums and assemblies.



*Use a Good Ladder  
or Stay on the Ground*



EXTENSION

PLATFORM

## SPECIFICATION

*No.	Height to Platform	Working Height	Length Extended	Approx. Weight Pounds
5	2 ft. 7 in.	8 ft.	6 ft. 6 in.	25
6	3 ft. 8 in.	9 ft.	8 ft. 6 in.	28
7	4 ft. 7 in.	10 ft.	10 ft. 6 in.	31
8	5 ft. 6 in.	11 ft.	12 ft. 6 in.	35
10	7 ft. 4 in.	13 ft.	16 ft. 6 in.	44
12	9 ft. 2 in.	15 ft.	20 ft. 6 in.	60
14	11 ft. 0 in.	16 ft.	24 ft. 6 in.	72
16	12 ft. 10 in.	18 ft.	28 ft. 6 in.	90
18	14 ft. 8 in.	20 ft.	32 ft. 6 in.	104
20	16 ft. 6 in.	22 ft.	36 ft. 6 in.	125
22	18 ft. 4 in.	23 ft.	40 ft. 6 in.	145

**DUO-SAFETY LADDER CORP., OSHKOSH, WIS.**

## Rot-Proof, even over ground floor concrete! . . . .

Here *was* a problem! A High School\* basement room with concrete floor. Dampness had even caused baseboards to rot in spots. Room was needed . . . badly . . . for Domestic Science. Mastipave was laid . . . problem instantly solved! For four years, during the rainy season, water has stood in one corner of the room . . . but the Mastipave has not been injured . . . remains good-looking through it all! Rot-proof . . . vermin-proof . . . slip-proof, even when wet . . . no other floor covering could have tackled this job successfully. Write for Booklet NS.

*\*Name on request*



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THE COTT-A-LAP CO.  
Somerville, New Jersey

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THE LOW-COST, LONG-LIFE FLOOR COVERING

# MASTIPAVE

# THE NEWS OF THE MONTH

## Will Hold Summer School for Janitors, Engineers

The University of Minnesota (general extension division) will hold its annual summer school for janitors, engineers and custodians June 18 to 23. The courses of study are arranged to carry on two training classes at the same time: one class for the students who are attending the school for the first time and seeking a general knowledge of public school janitorial-engineering work, and a class for the advanced students who have previously attended the school.

The summer training work is divided into four main divisions, as follows: (1) housekeeping and sanitation; (2) heating and ventilating; (3) maintenance and management, and (4) engineer's license preparation.

Richard R. Price is director of the summer school.

## Detroit Schools Hold Annual Conference

The sixteenth annual educational conference of the Detroit public schools was held on May 3 and May 10, in the Northwestern High School auditorium. Twenty-one pieces of research were reported on by as many different members of the Detroit school system. The meetings were under the direction of Frank Cody, superintendent of schools; Prof. S. A. Curtis, University of Michigan; E. L. Miller, assistant superintendent, and Charles L. Spain, deputy superintendent.

## Northwestern Observes Candle Lighting Ceremony

Northwestern University alumni throughout the world observed the traditional candle lighting ceremony on May 16. President Walter Dill Scott ascended the tower of Old College on the Evanston campus at 8 o'clock to light the giant candle which was the signal for similar ceremonies to be conducted by alumni clubs in cities throughout the world.

Alumni throughout the Chicago area assembled in Evanston for a dinner to observe the ceremony. Five veteran professors whose combined teaching service totals 209 years were guests of honor at the dinner. They are in line

for retirement this spring and the dinner was a tribute to them on the part of the alumni.

Those honored together with their length of service are: Dean Emeritus John H. Wigmore, law school, 43 years; Prof. James T. Hatfield, German department, 44 years; Prof. Henry Crew, physics department, 42 years; Prof. Thomas F. Holgate, dean emeritus of the college of liberal arts and former acting president of the university, 42 years; Prof. George Oliver Curme, German department, 38 years.

## Michigan Schoolmasters' Club Elects Officers

Forrest G. Averill, principal of Fordson High School, was elected president of the Michigan Schoolmasters' Club at its 1934 convention in Ann Arbor. Edith Hoyle, University High School, was elected vice president, and David Van Buskirk, superintendent of schools, Hastings, is the new member of the executive committee. L. P. Jocelyn, who has been secretary for more than thirty years, was reelected to this office.

## Young Explorers to Be Trained by University Men

Organization of a training school for young explorers interested in adventure and the scientific methods of modern exploring, with uncharted wilds of the Yukon as the first "laboratory," was announced on May 23 by Prof. Ralph L. Belknap of the geology department and director of the last University of Michigan Greenland Expedition. Development of an American group of young explorers, similar to the Oxford Arctic Club, which is a recognized scientific organization in England, is the ultimate objective, according to Professor Belknap.

It is a popular idea that exploring, except in the Antarctic regions, is a business of the past, but the fact is that huge areas exist in many parts of the world of which we have no real knowledge other than the report of their existence by some who have traveled rapidly across country, Professor Belknap states.

The new explorer will differ from the traditional adventurer who traveled

largely for sport, curiosity, personal profit or vague scientific interest. He will be a man fairly expert in several sciences at least. Instead of dashing across country he will travel slowly, mapping the land, studying its plant, animal and human life, with particular care given to accurate estimates of natural resources and geological and meteorological conditions.

The party which will enter the Yukon this summer will consist of Professor Belknap; George Tennant, cook of the first Byrd expedition, and probably Dr. Peter Heinbecker, of Washington University, St. Louis, who has made pioneer medical studies in Labrador and Greenland, as well as about twenty "students," Professor Belknap states.

## Annual Conference Held at Peabody College

The fifth annual school administrators conference, sponsored by the school administration department of George Peabody College for Teachers and under the immediate direction of Dr. Dennis H. Cooke and Dr. Ray L. Hamon, professors of school administration, was held at that institution April 30 to May 2. Approximately 800 delegates were enrolled.

The first day's program was devoted to evaluating a state system of schools, with special reference to the recent comprehensive survey in Tennessee. This program was fittingly concluded in the evening with addresses by Dr. Walter D. Cocking, state commissioner of education for Tennessee, and Dr. Floyd W. Reeves, personnel director of the Tennessee Valley Authority.

The theme for the second day was federal support of public education. The discussions were effectively synthesized in an able address by Dean Shelton Phelps on the history and probable future of federal support of education.

Henry J. Gerling, superintendent of schools, St. Louis, and Willis Sutton, superintendent of schools, Atlanta, Ga., were two distinguished visiting speakers of the final day of the conference, which was devoted to public relations. The conference ended with the Wednesday evening dinner, at which Dr. Sutton affirmed culture to be the basis of business.



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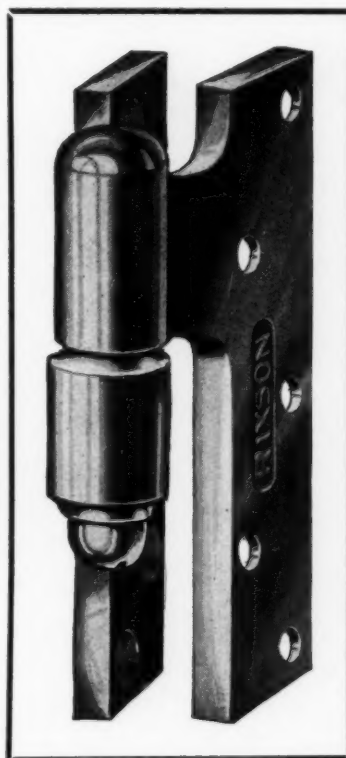
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# THE NEWS OF THE MONTH

## Superintendents Will Meet at Atlantic City

Announcement has just been made by the president and the executive committee of the Department of Superintendence of the National Education Association that the sixty-fifth annual meeting of the department will be held at Atlantic City, N. J., February 23 to 28, 1935. Headquarters, registration, general sessions and exhibits will be in the Atlantic City Auditorium.

E. E. Oberholtzer, superintendent of schools, Houston, Tex., is president of the Department of Superintendence.

## Five Committees Study California School Problems

Early last fall the California State Department of Education initiated the study of five problems which were considered to be of major significance to public education in California. These problems were: (1) local units of school administration; (2) tenure of professional personnel; (3) state support of public education; (4) public education and the public, and (5) reorganization of educational programs.

Involved in the plan for attacking these problems was the appointment by the state superintendent of public instruction of a series of committees composed of representative educators and laymen throughout the state to cooperate with the state department of education. It is the function of each of these committees to study the problem assigned to it and to make recommendations thereon, including proposals for legislation, to the state department of education.

The committee on local units of school administration has proposed tentatively a plan which involves (1) retention of democratic control in school administration; (2) consolidation of elementary and secondary school administration, and (3) greater efficiency in school administration.

The committee on tenure of professional personnel has proposed a plan involving retention of nearly all of the major features of the present California teacher tenure law, but which modifies existing legislation to provide that tenure cases shall be subject to review by the courts only on the basis of legal procedure and sufficiency of evidence rather than providing for an

entire new trial of the case by the court.

The committee on state support of public education has been working for only a short time but has announced that the first responsibility of the committee will be to develop an equalization plan of school support for the state.

The committee on public education and the public, which is composed largely of laymen, has been concerned with the formulation of plans for developing a better understanding and appreciation of the educational program of California schools on the part of the general public. A special feature of the public relations program sponsored by the state department of education was the development of a charter for public education, consisting of the formulation of twenty-four principles underlying the conduct of a system of public schools.

In connection with the study on reorganization of educational programs, particular emphasis has been placed on the reorganization of secondary education. A supervisory committee on secondary education consisting of outstanding leaders in the field of secondary education throughout the state has been giving consideration to the evaluation of current practices, and the development of a program of curriculum expansion and improvement. A noteworthy feature of this committee's work is the work of a subcommittee designated as the committee on cooperating schools.

## Ten-Day "School Mart" Will Be Held in N. Y.

A ten-day "school mart," comprising an exhibit of school buildings and equipment assembled to show what science and pedagogy have devised in the way of better mechanical aids to education, will be held in New York City, August 15 to 24.

This exhibit comes at a time when some 60,000 teachers will be in the city attending summer schools. The movement is being sponsored by both educational and business interests as represented by the National Association of Public School Business Officials, of which Joseph Miller, secretary of the New York Board of Education, is president, and the Interna-

tional Business Machines Corporation, Thomas J. Watson, president.

Among those active in behalf of the project are Dr. John K. Norton, Herman A. Metz, Abraham Lefkowitz and Dr. N. L. Englehardt, all of Teachers College, Columbia University; Dr. John E. Wade, deputy superintendent of New York City schools; Ralph R. McKee, member of the board of education; Prof. Ned H. Dearborn, New York University; Meyer Bloomfield and the Rev. Brother Cashian, Manhattan College.

## Camden School Executive Elected Club President

Dr. Leon N. Neulen, superintendent of schools at Camden, N. J., has recently been elected president of the Camden Rotary Club. This is the second signal honor that has come to Doctor Neulen, who was elected first vice president of the New Jersey State Teachers' Association at the recent meeting in Atlantic City.

Under Doctor Neulen's supervision a splendid progressive educational system is being constructed in Camden, where the board of education recently reelected him for another three-year term.

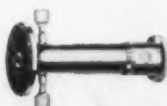
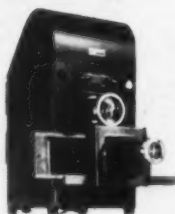
## Dietitians Are Shown Health Education

Between seven and eight hundred members of the Greater New York Dietetic Association witnessed an effective demonstration of health education in the public schools of Newark, N. J., at the annual meeting of their association held in New York City the first week in May.

A crystallization by the children of the seventh grade of Avon Avenue School from a unit of nutrition education, "Food Is Fuel for the Human Machine," was conducted by Harriet Stone, supervisor of nutrition, and Helen O'Hea, classroom teacher. An interpretation was rendered by Dr. Mary Swartz Rose, professor of nutrition, Teachers College, Columbia University.

Among the other features of the program were talks by Dr. Royal S. Copeland, U. S. Senator from New York, and Dr. Shirley W. Wynne, president, Children's Welfare Federation.

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# THE NEWS OF THE MONTH

## Ten N. Y. Educators in Research Group

Ten New York educators have been appointed to the National Educational Committee of the Motion Picture Research Council. They are Dean Virginia Gildersleeve, Barnard College; Dean William F. Russell, Teachers College, Columbia University; Ethel Stringfellow, headmistress of Miss Chapin's School; Dr. Edward Lee Thorndike, Columbia University; Florence Hale, editor of the *Grade Teacher*; Dr. Edward C. Lindeman, New York School of Social Work; Dr. Paul R. Mort, Teachers College; Evelyn W. Adams, headmistress of the Buckley School, and Dr. William C. Bagley, Columbia University.

## Parent-Teacher Groups Increase in California

During the year 1933-34, seventy-four new parent-teacher associations have been formed in the rural areas of California. This gain is attributed by Mrs. William J. Hayes, president of the California Congress of Parents and Teachers, to the influence of the publication of the state department of education bulletin, "Handbook for Parent Teacher Activities and Relationships."

The California Congress of Parents and Teachers has increased in membership in 1933-34 over the previous year by 11,000 members. This growth is at least partially due to the activities of the state department of education in promoting parent-teacher association activities, it is stated.

## Stanford University Scene of Curriculum Conference

A conference on curriculum and instruction for administrators, supervisors, teachers and other educational specialists in elementary junior and senior high schools and junior colleges will be held June 25 to 30 at Stanford University, Calif.

Attention will be given to certain basic problems fundamental to a consideration of education on all levels and all fields. These include such subjects as developments in psychology and social psychology that have implications for the curriculum and instruction, as

well as developments in social theory and social conditions and economic theory and economic conditions that have implications for the curriculum and instruction.

Such matters will be discussed by Dr. Reginald Bell, Dr. Richard T. La Piere and Dr. Theodore J. Kreps of Stanford University and by Dr. C. C. Peters of Pennsylvania State College. Some outstanding educational experiments in the United States will be outlined by Dr. Paul Hanna, Teachers College, Columbia University, and important innovations in the curriculum of California secondary schools will be described by Walter R. Hepner, chief of division of secondary schools, California State Department of Education. Doctor Hanna will also outline the program in the elementary school, while Dr. Harold C. Hand of Stanford University will discuss the program in the secondary school. Criticisms of the curriculum and instruction will be presented by Dean Grayson N. Kefauver, while Dr. John C. Almack, also of Stanford University, will offer a long range view of the changes in the curriculum and instruction.

The last session on June 30 will be given over to talks by Dr. Jesse B. Sears, Stanford University, on identi-

fying and defining maladjustment in the curriculum and instruction and by Dr. William M. Proctor of the same institution on how to proceed in reconstructing the curriculum.

These presentations will be analyzed and supplemented by a panel group made up of persons with outstanding competence in the field. Following the panel discussion there will be opportunity for general discussion.

## New Plan to Safeguard Health of Pupils

In order to safeguard the physical welfare of New York City's junior high school and elementary school children, an extensive program of medical service has been started under the guidance of an advisory committee of fourteen specialists in cooperation with the board of education and the department of health.

The plan, which is sponsored by Mrs. Rogers H. Bacon, chairman of the health committee of the Advisory Board on Industrial Education, will be drawn up and presented for execution to Dr. Harold G. Campbell, superintendent of schools, and Dr. John L. Rice, the city health commissioner.

## Coming Meetings

June 6-7—Indiana County Superintendents Association, Indianapolis.

June 18-23—Section Q, American Association for the Advancement of Science, Berkeley, Calif.

June 19-21—Iowa Conference on Child Development and Parent Education, Iowa City.

June 27-28—Conference on Business Education, University of Chicago.

June 30-July 6—National Education Association, Washington, D. C.

Aug. 1-3—Superintendents' Conference, State College, Pa.

Sept. 3-6—American Public Health Association, Pasadena, Calif.

Sept. 24-26—New York State Council of City and Village Superintendents, New York City.

Oct. 5-6—Colorado Education Association, Durango.

Oct. 8-11—National Council on Schoolhouse Construction, Washington, D. C.

Oct. 10-11—Education Congress, Harrisburg, Pa.

Oct. 15-16—Washington Education Association, Spokane and Walla Walla.

Oct. 18-19—Indiana State Teachers Association, Indianapolis.

Oct. 18-19—Washington Education Association, Wenatchee and Yakima.

Oct. 22-23—Washington Education Association, Centralia and Longview.

Oct. 24-27—Nebraska State Teachers Association district meetings: Dist. 1, Lin-

coln; Dist. 2, Omaha; Dist. 3, Norfolk; Dist. 4, North Platte; Dist. 5, McCook; Dist. 6, Chadron.

Oct. 25-26—Washington Education Association, Bellingham, Seattle and Tacoma.

Oct. 25-27—West Virginia State Education Association, Parkersburg.

Oct. 25-27—Utah Education Association, Salt Lake City.

Oct. 26-27—Maryland State Teachers Association, Baltimore.

Nov. 1-3—Kansas State Teachers Association, Kansas City, Topeka, Salina, Hays, Dodge City, Hutchinson, and Chanute.

Nov. 1-3—Wisconsin Teachers Association, Milwaukee.

Nov. 1-3—Minnesota Education Association, Minneapolis.

Nov. 8-10—Missouri State Teachers Association, Kansas City.

Nov. 8-10—Colorado Education Association, Denver, Pueblo and Grand Junction.

Nov. 25-28—South Dakota Education Association, Huron.

Nov. 27-30—Virginia Education Association, Richmond.

Nov. 29-Dec. 1—Texas State Teachers Association, Galveston.

Dec. 5-8—American Vocational Association, Pittsburgh.

Dec. 19-21—New York State Association of District Superintendents, New York City.

Dec. 26-28—Pennsylvania State Education Association, Harrisburg.

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 Boys' High School, Brooklyn, N. Y.  
 Port Chester High School, Port Chester, N. Y.  
 Mamaroneck High School, Mamaroneck, N. Y.  
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# IN THE EDUCATIONAL FIELD

## Middle Western States

RALPH E. DUGDALE has been elected superintendent of schools, Toledo, Ohio, to succeed CHARLES S. MEEK, resigned. Prior to his new appointment, MR. DUGDALE was assistant superintendent of the Toledo schools.

E. A. PARSONS, superintendent of schools, Swea City, Iowa, has resigned his position and will enter law practice.

HAROLD COSTLOW has been appointed superintendent of schools at Atlanta, Ohio, succeeding O. C. CREIGHTON.

W. D. MOATS, superintendent of schools, Montgomery, Mich., has been named head of the school system at Waldron, Mich., to succeed M. V. FERGUSON.

C. J. RASMUS, Salem, Ohio, has been elected superintendent of schools at Ottawa, Ohio.

DR. ERNEST O. MELBY has been appointed dean of the school of education, Northwestern University, effective July 1, succeeding DR. JOHN E. STOUT.

G. W. JEANDREVIN has been appointed superintendent of the high school at Creston, Ohio, succeeding J. W. HIMES.

W. E. ENGLUND, superintendent of schools, Ely, Minn., has been elected president of the Minnesota Council of School Executives.

JOHN T. FULTON, superintendent of Red Wing Training School, Red Wing, Minn., died on May 5. MR. FULTON was sixty-two years old.

CURTIS L. BERRY has been elected to succeed C. H. GRIFFEY as superintendent of schools at Lancaster, Ohio.

THOMAS N. BARROWS has resigned as director of Woodmere Academy, Woodmere, Long Island, N. Y., to accept the appointment as dean of Lawrence College, Appleton, Wis.

G. HOLMQUIST, superintendent of schools, Warren, Minn., will retire this month after thirty-eight years of service in Minnesota schools.

H. M. LINDERMAN, superintendent of schools, Kaylor, S. D., has been elected head of schools at Canova, S. D., succeeding A. F. VOIGT.

RALPH H. WATERHOUSE has been elected superintendent of schools at Akron, Ohio. MR. WATERHOUSE, who has been assistant superintendent at Akron for the past nine years, succeeds DR. THOMAS W. GOSLING.

PROF. JOSEPH H. WEBER, head of the department of education at Valparaiso University, died recently.

H. BOELTER has succeeded R. W. DODDS as superintendent of schools at Fedora, S. D.

JOHN N. GREER, principal of West High School, Minneapolis, is retiring at the end of the present school term. N. B. SCHOONMAKER will succeed MR. GREER.

HELEN K. BURTT has been named principal of Milwaukee-Downer Seminary, Milwaukee, Wis.

RILEY BANKES has been elected superintendent of schools, Morgan County, Ohio, succeeding F. A. DAVIS.

D. R. SNOWDEN has been named superintendent of schools at Springfield, S. D., for the next school year.

CHARLES E. PALMER has been elected superintendent of schools at Dover, Ohio, succeeding S. O. MASE.

R. C. CUSTER has been appointed superintendent of schools at Beach City, Ohio.

MERVIN HOSTETLER has been named superintendent of schools at Middlebury, Ind., succeeding C. H. ALBER.

IRA BAUMGARTNER has been named superintendent of the school at Pemberville, Ohio, succeeding NEAL CRAFT.

JOSEPH LADY has been named head of the school system at Ridgeway, Ohio.

R. A. FULLER has been appointed superintendent of schools, Oak Hill, Ohio.

JAMES NESTI has been appointed superintendent of elementary schools, Peru, Ill.

F. H. BARBEE, superintendent of schools, St. Joseph, Mo., has resigned his position because of ill health. L. M. HAINES has been appointed acting superintendent of schools. It was erroneously stated in these columns last month that MR. BARBEE was head of the school system at St. Joseph, Mich.

S. O. SEVERSON has been appointed principal of South High School, Minneapolis, succeeding JOSEPH O. JORGENSEN, who died on May 12.

WILLIAM FORSHEY, head of the school system at Summerfield, Ohio, has been appointed superintendent at Byesville, Ohio.

GRANT KEEFER, superintendent of schools at Bear Lake, Mich., has been appointed superintendent of Grant High School, Kent County, Michigan, succeeding F. A. MILLER.

GERALD REED has succeeded W. W. WINKLE as superintendent of schools at Verona, Ohio.

## Southern States

DR. B. A. TOLBERT, dean of men at the University of Florida, has been elected president of the National Association of Deans and Advisers of Men.

HOMER C. HEARD has resigned as superintendent of schools at Claremore, Okla.

E. B. WHALEN, superintendent of schools at Richardsville, Ky., has been named head of the school system at Raceland, Ky., succeeding C. A. LONG.

HARRY E. MOORE of Norman, Okla., has been named to succeed R. F. ROSE as superintendent at Weleetka, Okla.

## Western States

WILL C. CRAWFORD, formerly superintendent of public instruction of Hawaii, has been named head of the school system at San Diego, Calif.

D. P. CHOISSEY has resigned as superintendent of schools, Calexico, Calif.

DOUGLAS GOLD has been appointed to succeed J. G. RAGSDALE as superintendent of schools at Butte, Mont. MR. GOLD has been superintendent of schools on the Blackfoot Indian reservation, Browning, Okla., since 1920.

MARION B. WINSLOW, superintendent of the high school at Glendale, Ore., has been named superintendent of the school system at Grant's Pass, Ore.

THURSTON DAVIES will assume the presidency of Colorado College, Colorado Springs, Colo., at the end of the present academic year, filling the post left vacant by the resignation of DR.





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# IN THE EDUCATIONAL FIELD

C. R. MIEROW, who has been head of the college since 1925. MR. DAVIES has held administrative positions at Princeton for the last four years and prior to that was headmaster of Nichols School, Buffalo, N. Y.

A. S. JESSUP, who recently announced his intention to resign as superintendent of schools at Cheyenne, Wyo., has reconsidered his resignation and has accepted reelection to the superintendency.

DR. WILLIAM JASPER KERR, chancellor of the Oregon state system of higher education, has announced his intention to retire.

W. H. LINDER has resigned as superintendent of schools, Priest River, Idaho.

BLANCHE T. REYNOLDS will retire as superintendent of schools, Ventura County, California, at the end of her present term.

FREDERIC E. CAMP of Princeton University has been appointed headmaster of the Evans School, Tucson University.

## Eastern States

F. HERMAN FRITZ has been elected superintendent of schools, Chester, Pa., succeeding DAVID A. WARD.

EDWARD J. BONNER, formerly principal of City Normal School, Rochester, N. Y., which closed last June, and since then head of Chester Dewey School No. 14, in the same building, is retiring after twenty years of service to the two schools.

HARRY H. ZEISER, superintendent of schools, Wilkes-Barre, Pa., since 1918, died on May 9.

WILLIAM F. CHRISTMAN has been named principal of the new Washington Township High School, Hooverville, Pa.

DR. MATHER A. ABBOTT, headmaster of Lawrenceville School, Lawrenceville, N. J., and former headmaster of Groton School, Groton, Mass., died May 17.

LILIAN M. ELLIOT, principal of Harlem Evening High School for Women, died recently in New York City after an illness of several weeks. MISS ELLIOT had devoted her attention especially to educational and social service activities in Harlem.

REV. DR. HERMANN BREZING, president of Wagner College, Brooklyn, N. Y., has resigned to accept the appointment as director of Wartburg Orphan Farm School, Mount Vernon, N. Y.

DR. ARTHUR A. HAUCK, dean of Lafayette College, Easton, Pa., has been elected president of the University of Maine, succeeding DR. HAROLD S. BOARDMAN, who resigned because of ill health.

DR. CHARLES DE GARMO, former president of Swarthmore College, Philadelphia, died recently in Miami, Fla., where he had resided since his retirement. He was eighty-six years old.

J. G. EVERARD has been named to succeed E. R. BARCLAY as superintendent of schools, Huntingdon, Pa.

DAVID H. CHILDS, principal of Technical High School, Buffalo, N. Y., for the past seventeen years, will retire.

JOHN A. MECHLING succeeds C. M. HEILMAN as superintendent of schools in Armstrong County, Pennsylvania.

MILTON E. LOOMIS, assistant dean of the New York University school of education, has been appointed dean of Washington Square College.

DR. NED H. DEARBORN, director of the New York University institute of education, has been appointed acting director of the recently established division of general education.

CARL S. BAILY has been named to succeed C. C. KELSO, retired, as superintendent of schools, Swissvale, Pa.

DR. JOSEPH P. O'HERN, deputy superintendent of schools at Rochester, N. Y., will retire from active service at the close of the present school year, after thirty years of service in the Rochester schools.

DR. GUSTAVE STRAUBENMULLER, former associate superintendent of schools in New York City and a member of the New York school system for fifty years until his retirement in 1931, died recently at the age of seventy-three.

CARMON ROSS, superintendent of schools at Doylestown, Pa., and president of the Pennsylvania State Education Association, has been elected president of Edinboro State Teachers College, succeeding C. C. CRAWFORD.

RUFUS M. HARTILL, principal, Public School 87, Queens, N. Y., has been reelected president of the Protestant Teachers Association for a third term.

ROBERT P. BARNER has been elected district superintendent of schools, Rochester, Pa., succeeding DENTON M. ALBRIGHT.

JULIUS E. WARREN, superintendent of schools, Lakewood, Ohio, has been selected as superintendent of schools at Newton, Mass.

CALVIN E. WILCOX has been appointed superintendent of schools, Berlin, Conn., effective July 15.

GERALD BEIERSCHMITT has been elected superintendent of schools, Mount Carmel, Pa., succeeding E. S. TAYLOR.

CLIFFORD C. PUTNEY, superintendent of schools at Bridgewater, Mass., since 1924, died recently.

FRANK S. ATTINGER has been elected superintendent of schools, Snyder County, Pennsylvania.

DANA H. WELLS has resigned as principal of the high school at North Tonawanda, N. Y., which position he has filled for the last two years.

J. FLOYD SLAYBAUGH has been elected superintendent of schools, Adams County, Pennsylvania.

EARLE S. RUSSELL will succeed DANIEL HOWARD as superintendent of schools, Windsor, Conn., July 11.

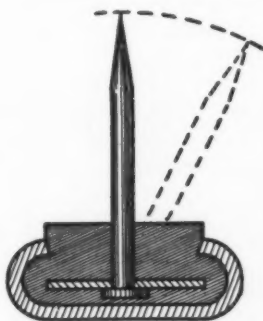
E. D. DAVIDSON is the new superintendent of schools in Beaver County, Pennsylvania.

GALEN JONES, Tulsa, Okla., has been named principal of the high school at Plainfield, N. J.

DAVID G. ALLEN of Boonville, N. Y., has been appointed supervising principal of Lake Placid High School, Lake Placid, N. Y.

DR. Q. A. W. ROHRBACH, professor of education and director of courses in educational administration at the University of Pittsburgh, has accepted the presidency of the State Teachers College, Kurtztown, Pa.

W. MILTON ROY, formerly assistant superintendent of schools in Bradford County, Pennsylvania, has been named supervising principal, Towanda, Pa.



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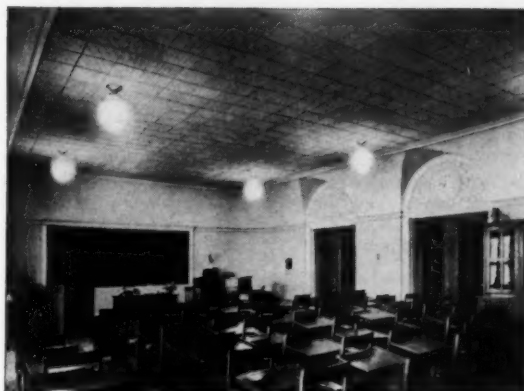
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## THE BOOKSHELF

**THE TRANSITIONAL PUBLIC SCHOOL.** By Cyrus D. Mead and Fred W. Orth. New York: The Macmillan Co., 1934. Pp. 371. Charts, illustrations and tables. \$2.25.

The authors have tried to bridge the gap between the conventional or traditional elementary school and the views of the extremists in the field of change. Their treatment includes a compromise between the two extremes in point of view, rationally labeled the "transitional school." It is interestingly written and well illustrated.

**DEPENDENT AND NEGLECTED CHILDREN.** Report of the Committee on Socially Handicapped—Dependency and Neglect. White House Conference on Child Health and Protection. Homer Folks, chairman. New York: D. Appleton-Century Co., Inc., 1933. Pp. 439. \$3.50.

Here is another publication of the material collected and developed by the several committees participating in the White House Conference. This entire series is a vital part of the basic literature in education and should be a part of every school library for both teachers and parents.

**HOME ROOM GUIDANCE.** By Harry C. McKown. New York: McGraw-Hill Book Co., Inc., Pp. 447. \$3.

In twenty-four chapters is furnished a wealth of actual program material and technique for the organization and operation of that most important administrative device—the home room. This much needed publication integrates the better experience of the past fifteen years in a rapidly evolving activity. Designed for secondary principals and teachers, it stresses the practical rather too completely, with insufficient emphasis on fundamental theory and philosophy.

**AN INTRODUCTION TO THE TEACHING OF SCIENCE.** By Elliot R. Downing. Chicago: University of Chicago Press, 1933. Pp. 258.

Here is a valuable contribution not only to the teaching of science but to instruction in general. The author emphasizes teaching of science in a fashion that will result in the understanding of scientific principles involved in the solution of the problematic situations of everyday life, in practice in scientific thinking, and in the development of the emotionalized standards that serve as motives for the many daily acts employing science.

The book relates the aims to be achieved in the teaching of science to the accepted general aims of education. Excellent principles of psychology, supplemented with many data from investigations dealing with the teaching of science, are clearly presented. The teaching of science will surely be vitalized if the methods advocated are practiced.

**FROM CHAOS TO CONTROL.** By Norman Angell. New York: The Century Company, 1933. Pp. 208. \$2.

An able writer explains certain troublesome economic and social phenomena. Like Stuart Chase, Norman Angell has the skill to reduce complex problems to their simpler elements. The book is also a terrific indictment of the failure of education to teach as effectively in the social and economic fields as in the so-called exact or physical sciences. The conditions for successful planning and for essential educational changes are presented.

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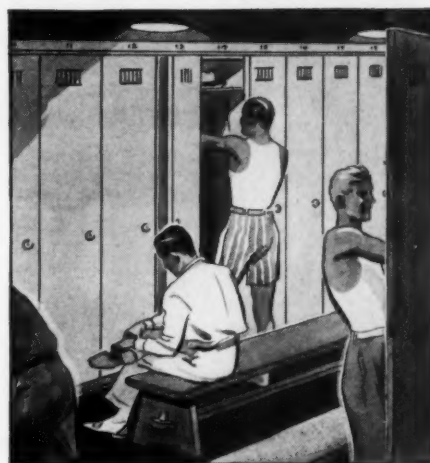
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## READER OPINION

## Safe for Democracy

Editor, The NATION'S SCHOOLS:

I recognize all the evils inherent in school boards so ably presented by Doctor Judd. Yet so long as we believe in democratic government, representatives of the public must determine general questions of policy.

The faculty, led by the superintendent, must educate the public and the public's representatives to the proper relation between school board and superintendent just as they enlighten the community in regard to their educational policies. In recent years great progress has been made toward professionalizing the superintendency. Occasional lapses in certain cities are not representative of the whole United States.—*K. D. Waldo, Superintendent of Schools, Aurora, Ill.*

## Doctor Judd's Plan

Editor, The NATION'S SCHOOLS:

I am not quite ready to go all the way with Doctor Judd and do away entirely with boards of education. However, I fully appreciate the problem of freeing school teachers and administrators from interference by unprofessional and poorly informed members of school boards. I believe this can, to a large extent, be brought about by legislation designed to reserve certain rights and functions to the superintendent of schools.—*J. J. Godbey, Superintendent of Schools, Ardmore, Okla.*

## Spare the School Board

Editor, The NATION'S SCHOOLS:

Education too frequently suffers from lack of professional leadership, not because such leadership is unattainable but because of interference and frustration by lay members of boards of education. Doctor Judd is perfectly right in his contention that evils exist. It does not follow, however, that the solution lies in the elimination of boards of education.

Progress and improvement will come, rather, through two other avenues.

The first is community education in the ethics of the situation. Improvement from this source is already noticeable in most communities of average size. The weak spots today are small rural or semirural communities where selfish, dominant lay personalities frequently control and metropolitan areas that are ridden by graft and politics. Time and constant discussion will gradually improve these localities.

The second method of improvement is enlargement of the local unit, with some increase of centralization. Schools in small districts too often become the playthings of certain families. County control approaches mass thinking and planning, with fewer disturbances because of personalities and petty disputes that are entirely void of educational significance.

In short, the solution for small units is removal of control to larger, more stable units. The solution in large cities is improvement in the manner of selecting boards of education. In no case does the solution involve the elimination of boards of education, which are the interpreters of local sentiment.—*Roy F. Hannum, Superintendent of Schools, Ottumwa, Ia.*



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